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ABSTRACT

A project was undertaken to develop a model for gender-fair education (GFE) in compulsory English, French, humanities, and philosophy courses in Quebec's Colleges d'Enseignement General et Professionel (CEGEPs), and to test the model's effectiveness in the classroom. First, core teachers at the CEGEP were surveyed to determine how they viewed and dealt with gender issues and their interest in participating in a classroom experiment. A second survey was then conducted of possible participants in the experiment and the students in their classes. From these surveys, a GFE teaching model was constructed, in English and French, and teachers selected to participate in implementation were trained in the model's gender-fair course design and pedagogical methods. Finally, a student attitudinal survey was created to assess the effectiveness of the model, addressing the issues of gender and learning; ethnic and racial issues; individual self-expression; sexual orientation; and independence and risk-taking. In fall 1992, a sample consisting of 419 students submitted usable pre- and post-semester attitudinal surveys in 14 experimental and 5 control sections. Significant positive changes in attitudes toward female stereotypes, sexual orientation, and independent learning styles were observed. Biases regarding male stereotypes and racial issues were also significantly more frankly reported by male students. The study report provides a literature review on gender fairness in the classroom and 49 references. Twenty appendixes include the survey instruments and gender-fair education teacher kits in English and French. (KP)

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TOWARDS A GENDER-FAIR EDUCATION IN THE CEGEPS

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TOWARDS A GENDER-FAIR EDUCATION IN THE CEGEPS

By

Fran Davis

Greta Hofmann Nemiroff

June, 1993

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Fran Davis
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June 1993

ABSTRACT

The objective of this research has been to develop a Model for Gender-Fair Education in the compulsory courses in English, Francais, Humanities and Philosophie, and to test its effectiveness in the Cegep classroom. Initial work included a survey of how gender issues are viewed and dealt with by core teachers at the Cegep, followed by a second survey of possible participants in the experiment and of the students in their classes. A Teaching Model was then constructed, in English and in French, designed to answer the needs of this student and teaching population. Teachers were trained in gender-fair course design and pedagogical methods. A student attitudinal test was created to assess the effectiveness of the implementation.

Fourteen experimental sections of these compulsory courses were taught in the fall of 1992. Students wrote pre- and post-semester attitudinal tests in these and in five control sections. Significant positive changes in **attitudes to female stereotypes**, sexual orientation, and independent learning style were observed in experimental classes. Biases regarding male stereotypes and racial issues were also significantly more frankly reported by male students. The researchers have concluded that the Model has an important contribution to make toward broadening students' awareness of gender-related issues. It is clear, however, that one semester only serves to initiate the process. Further professional development for teachers, especially males, is necessary to impress upon them their vital role in this process.

SPECIAL NOTE REGARDING APPENDICES

Readers will note on page viii that only three of the proposed appendices have been included in this volume. Included are statistics from the second phase of the study which we consider important for full appreciation of the information which we have collected. Not included are such items as questionnaires, interview schedules, and the various components of the Model for Gender-Fair Education which we have created. These items (approximately 150 pages of text) are available in the form of a second volume, and can be obtained by sending $10 to

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PART ONE: THEORETICAL FRAMEWORK

CHAPTER I: AN OVERVIEW OF GENDER FAIRNESS IN THE CLASSROOM: THEORY AND PRAXIS

The theory and praxis of Gender-Fair Education is grounded in the research developed over the past thirty years in two key areas: Women's Studies and libratory education. Both these important fields of knowledge have been produced in response to demands for democratization in education, and they have, in many instances, become interconnected. Valuable as this extension of knowledge has been, it is our contention that no fully gender-fair educational model has yet been elaborated. Although there is some literature outlining efforts to develop gender-fair epistemology and pedagogy, in general such undertakings reflect individual courses rather than broader-based efforts to effect systemic change.

It is therefore necessary to re-examine the various strands of relevant research and its effect upon educational practice in order to construct a comprehensive gender-fair paradigm. With the overall objective of defining an educational enterprise dedicated to the critical, egalitarian and participatory production of gender-fair knowledge, we will in this chapter assess some of the developments in these research areas, extract those elements of theory and praxis that best contribute to our design, and formulate criteria for the theory and pedagogy of Gender-Fair

Education.

Women's Studies has been taught in Canadian colleges and universities for over twenty years. Initially, it was introduced as a result of politically inspired critiques of higher education which was described as biased in favour of the white euro-male ruling class. In two decades, Women's Studies has developed in both breadth and depth, raising epistemological questions regarding the assumptions and framework of most of the established disciplines. There has been a burgeoning of research in Women's Studies itself, and a body of theoretical and applied research has been developed regarding feminist pedagogy and praxis (Nemiroff, 1989).

Many early Women's Studies classes were taught by and focused on the experience and writing of white euro-middle-class heterosexual women. However, since many women teaching in Women's Studies programmes were also politically active feminists, there has been a dialectical development of ideology between the feminist movement itself and academic feminists involved in Women's Studies. For example, in time, numerous identifiable groups of women questioned the focus of a primarily white middle class women's movement, claiming that it rendered them and their concerns invisible, and insisting that their issues and priorities were often totally different. Women of colour, aboriginal women, lesbians of all races, immigrant women, refugee women, the employed and unemployed poor, disabled women... all formed their own organizations and demanded their say in the directions feminist activism would take. In the same way, many Women's Studies programmes have come to the realization that they must address the issues and experience of and give voice to the many groups of women who had originally been marginalized within feminist groups as well as the rest of society. While many early Women's Studies teachers corrected their biases, the work of current second generation faculty not only consolidates, elaborates upon, and critiques the theoretical premises on which many Women's Studies programmes were founded, but also addresses the experiences of many women previously rendered invisible in the Women's Studies curriculum.

As more women take appointments shared by Women's Studies programmes and traditional disciplines, the question which frequently arises is whether or not Women's Studies should become "mainstreamed" or become a discipline in itself. The concerns underlying this discussion are that while Women's Studies has grown enormously as a meta-discipline over twenty years, it has had negligible effect on the entrenched disciplines (Nemiroff, 1992; Spender, 1981; Tomm, 1989).

The proponents of "mainstreaming" suggest that it is simply not sufficient for women's experiences, concerns and works to be "ghettoized" in Women's Studies courses, because women remain invisible in the discourse of the regular disciplines. Malestream professors send curious students off to Women's Studies programmes, continuing with business as usual in their own disciplines. On the other hand, some Women's Studies teachers argue that there is so much to be investigated about women qua women that the focus of such study is likely to become blurred when women are simply added to the regular curriculum. Such critics claim the "add women and stir" approach often leads to tokenism and no real epistemological change. The premises remain the same, the old biases prevail, and convenient examples regarding women are simply added to the canon.

It is our contention that both mainstreaming and the continuation of Women's Studies are not only essential, but mutually informing. While there is no doubt that Women's Studies reaches many people, it must also be said that most of them are self-selected and that the subject matter on Women's Studies courses often arouses defensiveness and resistance in even the most committed students. References to gender would be less provocative if gender were taken into account in all disciplines. Furthermore, the application of Women's Studies contents and pedagogy to mainstream education would transform it into a more balanced offering.

In fact, the response of numerous students in the last decade demonstrates with great clarity that such a transformation is required. Teachers of Women's Studies report increasing unwillingness among their young women students to identify themselves with feminist issues. Early in the decade, researchers such as Barbara Hillyer Davis (1981) and Renate Duelli-Klein (1981) documented the reluctance of "traditional" women students to question their life commitment to live in **subordination**. More recently, Susanne Bohmer (1989) has dealt with various forms of resistance by privileged young people who find it uncomfortable and even painful to recognize oppression. Kathleen Turkel (1986) has identified the problem which young women experience in seeing themselves as part of a collectivity, and she attributes some of their opposition to Women's Studies material as part of this totally individualistic interpretation of their **destiny.**

Young women are often resistant to systemic accounts of oppression because they feel disempowered by them. Frequently they will counter general examples by referring to their own experience or that of friends. In our current ethos, which supports and rewards individualism, young people often feel that they can "win" only through individual initiative and competitiveness. When presented with statistical evidence of the low representation of women in science, engineering and most post-graduate studies, or of the concentration of women in non-unionized, low-paying and part-time jobs, their either ignore the issues or rationalize them as matters of choice. Even when they are presented with information such as the fact that women earned 66% of what men earned in 1987, up from 60% in 1971 (Canada, 1990), these young women are not always influenced to make a systemic analysis of their situation qua women. It is more acceptable to them to believe the "merit dream" that if they do well, they will advance in the labour force. They do not welcome accounts of the "glass ceiling" offered by women who have entered that mysterious sector of political and/or financial power.

Indeed, we must recognize that the institutions of our society have shown remarkable resistance to the excellent and burgeoning research in the area of Women's Studies. Despite extensive study, for instance, of the speech patterns of men and women and their effects on the politics of the classroom (Spender, 1980; Hall and Sandler, 1982), classroom dynamics appear to remain unchanged, with men still claiming two thirds of the talk time, initiating topics for discussion, and interrupting when women are speaking (Williams, 1990). Teacher education and professional development programmes continue to reflect the patriarchal preoccupation with competition, hierarchy and individualism, and make no space for the input of feminist research (Robertson, 1989). In terms of curriculum, one of the fastest developing programme areas in North American education in the last decade is not Women's Studies, but Liberal Arts, with 385 identifiable variations across the United States. Though it is true that some of these programmes are more multicultural and flexible than others (Farkas, 1991), the focus of most Liberal Arts Programmes continues to be the uncritical study of the malestream tradition. Women's issues are given little, if any, consideration (Davis, 1991).

Such is the resistance to feminist material in the mainstream classroom that students protest the feminist teacher's "bias," while accepting without question proclamations of masculinist research (Turkel, 1986). The violent reactions of males to matters such as women's roles, homosexuality and visible minorities of all kinds dominate the classroom, redirect the curriculum, and silence the gentler more accepting voices of women (Berge et all, 1990; Bleich, 1990). When challenged for their attitudes, these males argue their right to free speech and opinion (Bleich, 1990). All of these issues of equality which Women's Studies has championed in the last twenty years - issues not only of gender but of race, ethnicity, sexual orientation, social class and ableness- are brought to violent closure in this oppressive atmosphere. Female teachers report experiencing real fear of some of their male students (Davis, Nemiroff, Poisson, 1991). Female students report increasing incidents of sexual harassment, intimidation and assault by their male peers and sexual partners (Davis, Nemiroff, Poisson,1990). Consistently, these male students avoid Women's Studies courses wherever they can, and Men's Studies courses are not available to them.

Given these lacunae, do such men ever consider the effect of gender on their lives? The silence about gender and its negative effect is well exemplified by the academic history of Marc Lepine, the young murderer of fourteen women at Montreal's Ecole Polytechnique in 1989. This young man passed through two colleges (Cegeps), and his friends remember his numerous misogynistic remarks which they interpreted as jokes. It is not only possible, but probable, that a large majority of male and female post-secondary students can complete their education without ever having to address issues pertaining to gender.

The transformational educational paradigm which we propose for the current situation in the malestream academy is one which we call Gender-Fair Education. The overall objective of Gender-Fair Education is to broaden all students' awareness of gender-related issues in their own lives and in the world around them. The specific objectives of such an education are, first, to enable students to develop a critical perspective towards all knowledge and the ideologies which inform its construction. They must interrogate what has been defined as knowledge to ensure that it has taken not only gender differentiation into account, but differences of race, social class, ethnicity and sexual orientation. A second specific objective is to empower all students to become equal and active participants in this critical educational process, using it as a model for their active and equal participation in the society at large. Gender-Fair Education has, therefore, objectives which relate both to the content and the pedagogy of any given course.

An essential part of the process of considering the reworking of one's discipline on the basis of gender fairness is the reconsideration of its epistemological assumptions. What is essential to the discipline and why? This process of reconsideration involves examining those skills necessary for the teacher's own "licensing" or validation by the patriarchal academy. It also involves a re-examination of those works and the organization of knowledge which comprise the "canon" of the discipline. Some questions to be addressed are the following: Why have these concepts and works become the sine qua non of the discipline? In whose interests and by which criteria has agreement been reached on the essence or basis of a particular discipline? Whose aesthetic sensibility defines this discipline? Do the concepts and content of this discipline reflect the experience and values of both sexes?

When this process has been scrupulously followed, teachers can proceed to posit for themselves and their students a gender-fair approach to a discipline. They will consider which tools and skills are necessary for this approach, which concepts are useful, where new conceptualization must proceed, and what choices of subject and text are most appropriate to the gender-fair construction of their disciplines.

Since the selection of appropriate course material is most important for gender-fair courses, the criteria on which selection is made is the key to this process. Teachers must ensure that the readings and/or other media chosen for a course are explicit in their references to gender, or that if they are not... for example in cases where universality is argued for gender-based assumptions... the teachers themselves must draw the students' attention to implicit gender-based assumptions either of a sexist or sex-blind nature.

While the gender of an author does not always guarantee one point of view or another, it is important for gender-fair teachers to include authors of both sexes (preferably indicating a variety of views related to differing experiences of class, ethnicity, race and sexual orientation) on the reading list.

Although it could be argued that a feminist man is a better guide than a non-feminist woman, there is a growing literature by females on females, females on males, males on males, and males on females and both on the relations between the sexes. The gender of the writer is important, however, in providing as wide a range of role models and viewpoints as possible for an increasingly heterogeneous student population. Teachers should make every effort to have an equal number of works by women and men on their courses.

Subject matter is extremely important, and it is essential to find subjects and readings within them which are applicable to both sexes. Before choosing readings, teachers should examine the texts to see who is included, who is excluded, and who is invisible. In works containing statistical analyses, teachers should be certain that the statistics take gender into account. If they do not and there are other indispensable aspects to these works, teachers should draw the students' attention to the limitations of the statistical analyses (Armstrong, 1987; Eichler, 1987).

Many teachers will argue that they must transfer to their students ideas and readings which are sexist in nature because they are indeed part of that discipline. They argue that they would indeed be remiss if they did not expose students to texts, ideas and skills traditionally used within the discipline. One solution to this problem is to teach the students this material in a critical manner, facilitating their understanding of the limitations and problems inherent in an epistemology which argues its validity on the basis of "universal application," but which is in fact gender-based, gender-blind, and/or overtly misogynistic.

With respect to pedagogy, it must be recognized that traditional instructional paradigms are open to the same kind of critique as the knowledge which they impart. Traditionally, educators have been expected to rank students hierarchically within a framework which emphasizes competition and performance, not collaboration and process (Sapon-Shevin and Schniedewind, 1991). Furthermore, the structure of the classroom rewards with greater encouragement and opportunities for learning those students aggressive enough to participate in large mixed group interactions mediated by the teacher (Spender, 1980). Moreover, there has been an emphasis on rational approaches to learning, often with the exclusion of personal and intuitive modes of thought. In all of these ways, the prevailing educational ideology drives the selection of pedagogical practice, enforces the reproduction of those social and educational behaviours congruent with it, and disadvantages the individual development of all students (Weiler, 1988).

A further feature of this narrow set of educational practices is that it hampers learning in four important ways. First, it excludes from the production of knowledge a large number of students, marginalized due to race, class, ethnicity, gender and sexual orientation. Such exclusion not only reproduces in the classroom the marginalizing determinants of our society, but ensures that the only acceptable knowledge is that which, in the name of universality, has served to maintain the intellectual monopoly of a small and privileged group of people (Weiler, 1988). It is thus an anti-intellectual pedagogy, in the broadest sense of the term.

A second way in which this pedagogy hampers learning is its specific discrimination against women. First of all, the psychological (Chodorow, 1978; Dinnerstein, 1976), moral (Gilligan, 1982) and cognitive (Belenky et al, 1986) development of young women in our society tends to foster traits quite different from those fostered in the males for which this education appears to have been designed. Women's early socialization has in fact left them ill-equipped to fulfil these behavioural objectives of competitiveness, aggressiveness, and abstract rational thought. Indeed, the validation of these behaviours has been not only operational in excluding women, but in maintaining a narrow and exclusive concept of knowledge (Keller, 1985). As well, the political reality of the relation between the sexes and the way in which both male and female teachers respond to and nurture male speech patterns in mixed groups often leave the females to sink into silence (Rich, 1989).

A third way in which traditional pedagogy hampers learning is the way in which it misleads male students into believing they are equal participants in and beneficiaries of the production of mainstream knowledge when, in fact, their race, class, ethnicity or sexual orientation may exclude them from equal participation in our society (Kaufman, 1987). In this sense, these males may be as victimized as women by an apparently inclusionary pedagogy. They are thus ill-prepared for the issues they have to face in their school and working lives.

Fourthly and finally, the narrow set of human characteristics called into play by these educational practices maintains the traditional separation of males from the full range of their affective and relational lives (Kaufman, 1987).

In developing gender-fair pedagogy, it is important to consider various pedagogical models which have been developed to date. All pedagogy is based on assumptions regarding the learner, the teacher and the production of knowledge. Learner, teacher and knowledge may be separately defined in numerous ways, and their interaction is usually determined by these epistemological questions: Does the educator "pass on" a static form of knowledge to the student who will reproduce it in a process of accreditation, or is the teaching-learning process **a dynamically** shared experience of producing knowledge?

In order to address these questions, we have schematized five different models for the process of teaching, learning and producing knowledge in Figures I.1-5. All five models are schematized in four concentric circles, in the centre of which rests the learner's (and sometimes the teacher's) "self" with its personal and biological history and familial relationships within an environment which influences the person's growth in specific conscious and unconscious ways. The second circle comprises various factors which influence the way a particular society and culture situate learners as to class, race, ethnicity and ableness, and the social construction of sexuality and gender. The individual, with his or her own specific history and personal mediation of the world, often at the mercy of conscious and unconscious and unexamined but powerful feelings, comes into contact with numerous socio-economic and cultural definitions of his/her situation. These definitions always situate the individual within the existent power structure and are maintained by a system of rewards, punishments and/or forces which mediate both the production and quality of knowledge. Beyond specific definitions and social values accorded to various factors in people's lives are the ideological rationales for those definitions. These form the third circle and are usually implicitly rather than explicitly acknowledged in the articulation of knowledge in academic texts or in the classroom.

Learners work within a complicated structure comprising their basic needs, the checks on those needs imposed by their situation-in-the world, mediated by powerful and often invisible ideologies. The teachers' situations are almost identical except that in this situation teachers are institutionally invested with considerable power over learners.

Traditional malestream pedagogy, indicated here on Figure I.1 as "talking head" pedagogy, ignores the "selves" of both learners and teachers, their social situations and the prevailing

Five Learning Models:

Dark areas are invisible to others sharing the process and are ignored in the production or reproduction of knowledge.

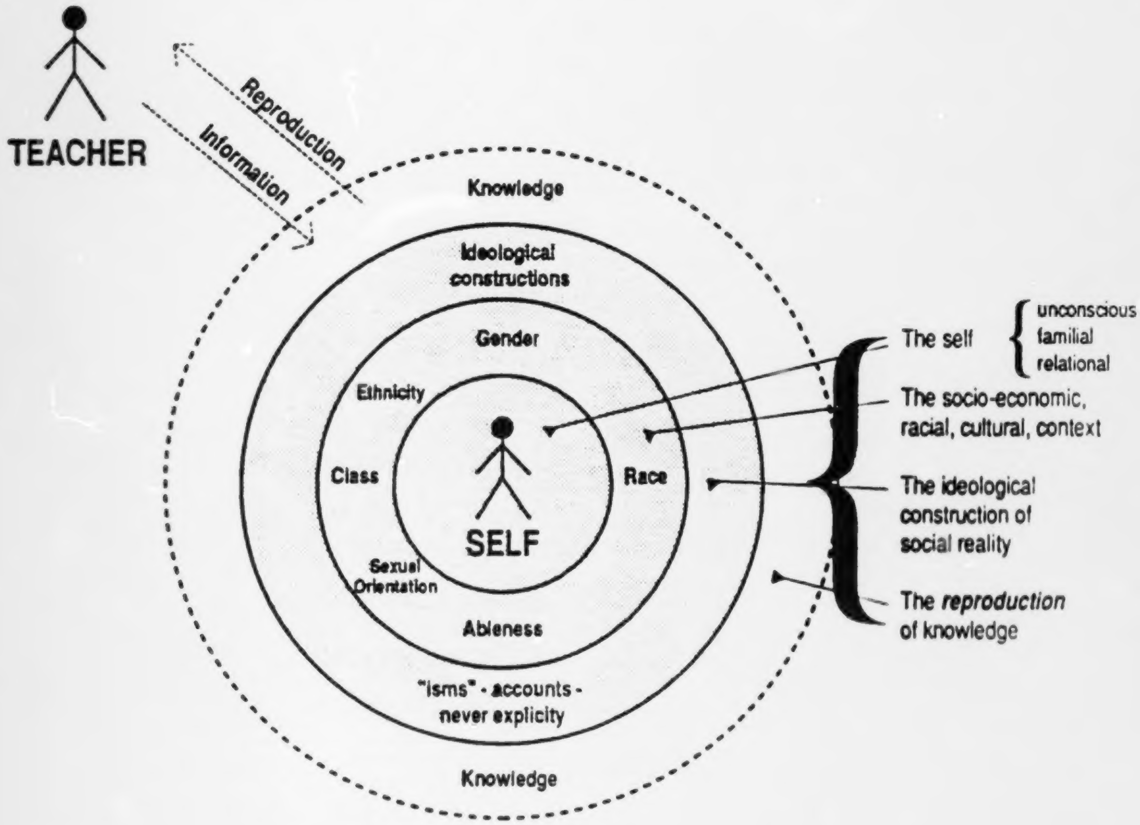
TEACHER
Reproduction
Information
Knowledge
Ideological constructions
Gender
Ethnicity
Class
Race
SELF
Sexual Orientation
Ableness
"isms" - accounts - never explicity
Knowledge
The self
unconscious
familial
relational
The socio-economic, racial, cultural, context
The ideological construction of social reality
The *reproduction* of knowledge

Figure1.1 Learning Model - "Talking Heads Pedagogy"

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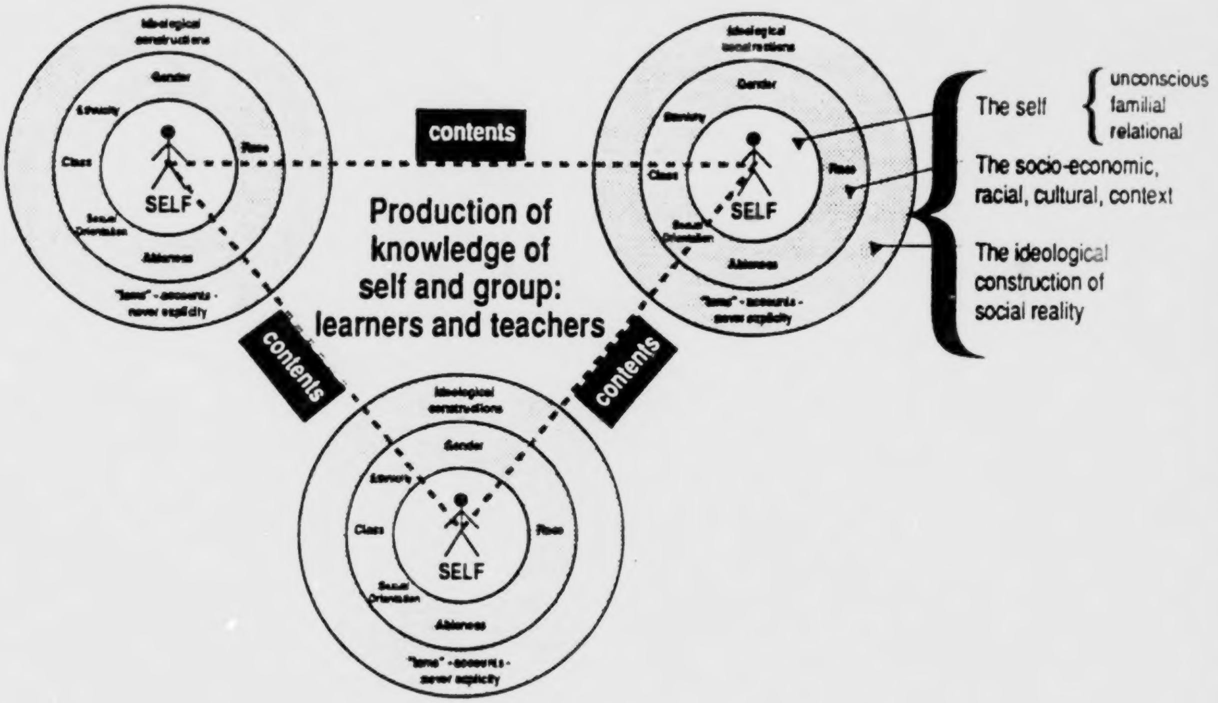
Ideological constructions
Gender
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"isms" - accounts - never explicitly
contents
Ideological constructions
Gender
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Class
Race
SELF
Sexual Orientation
Ableness
"isms" - accounts - never explicitly
Production of knowledge of self and group: learners and teachers
contents
contents
Ideological constructions
Gender
Ethnicity
Class
Race
SELF
Sexual Orientation
Ableness
"isms" - accounts - never explicitly
The self
unconscious
familial
relational
The socio-economic, racial, cultural, context
The ideological construction of social reality

Figure I.2 Learning Model - Humanistic Education
Copyright © 1991

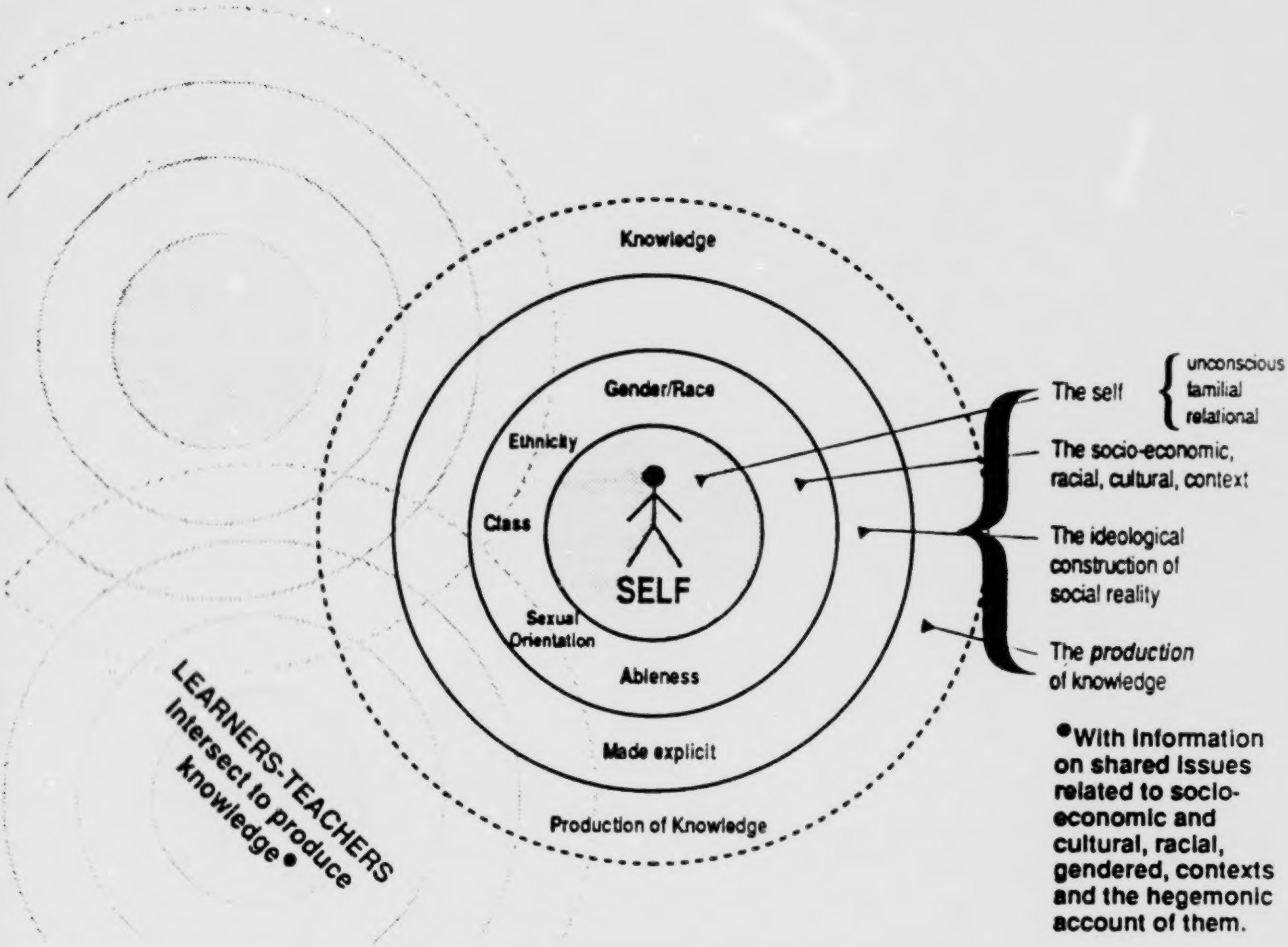
Knowledge
Gender/Race
Ethnicity
Class
Sexual Orientation
Ableness
SELF
Made explicit
Production of Knowledge
LEARNERS-TEACHERS intersect to produce knowledge •
The self
unconscious
familial
relational
The socio-economic, racial, cultural, context
The ideological construction of social reality
The *production* of knowledge
•With information on shared issues related to socio-economic and cultural, racial, gendered, contexts and the hegemonic account of them.

Figure 13 Learning Model - Critical Pedagogy

Copyright © 1991

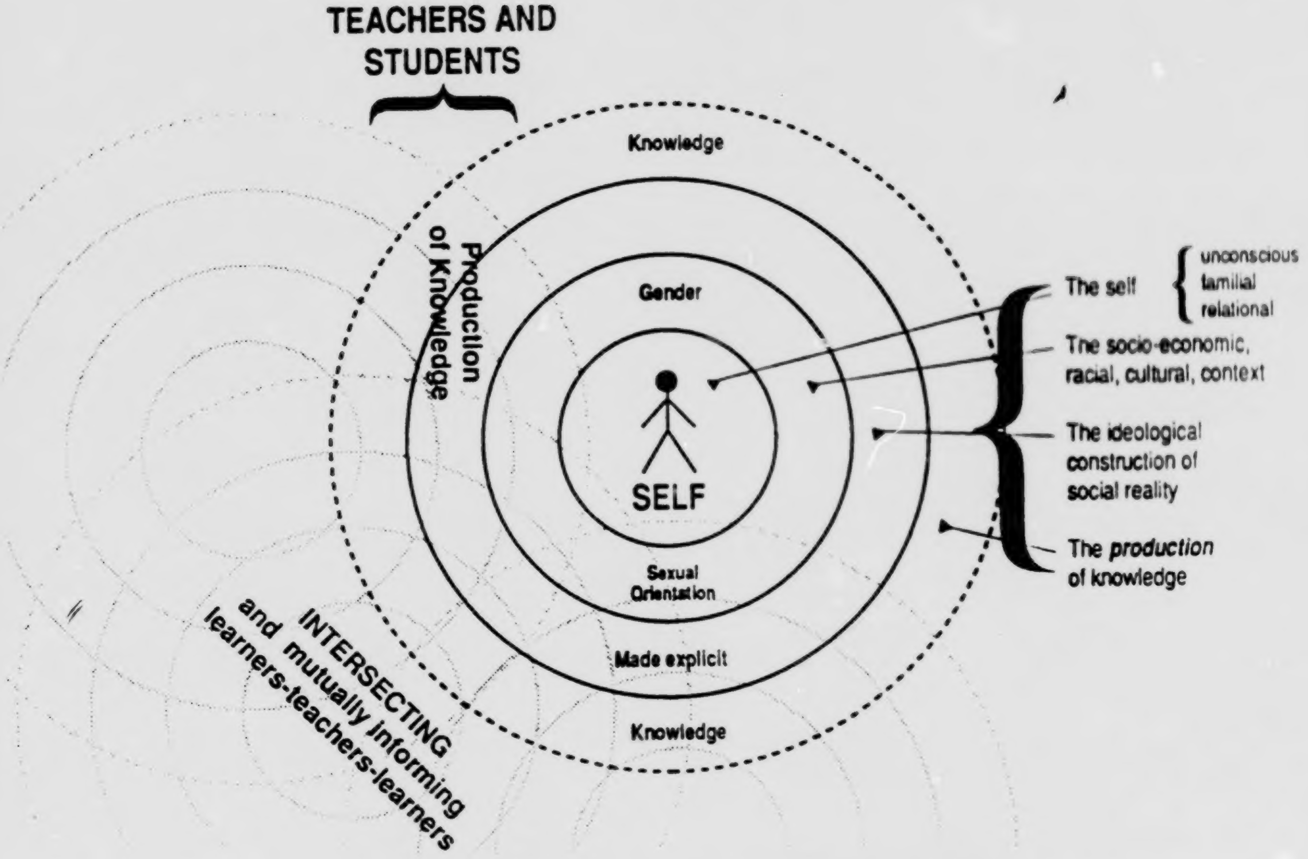
TEACHERS AND STUDENTS
Knowledge
Production of Knowledge
Gender
SELF
Sexual Orientation
Made explicit
Knowledge
INTERSECTING and mutually informing learners-teachers-learners
The self
unconscious
familial
relational
The socio-economic, racial, cultural, context
The ideological construction of social reality
The *production* of knowledge

Figure 14 Learning Model - Early Feminist Pedagogy
Copyright © 1991

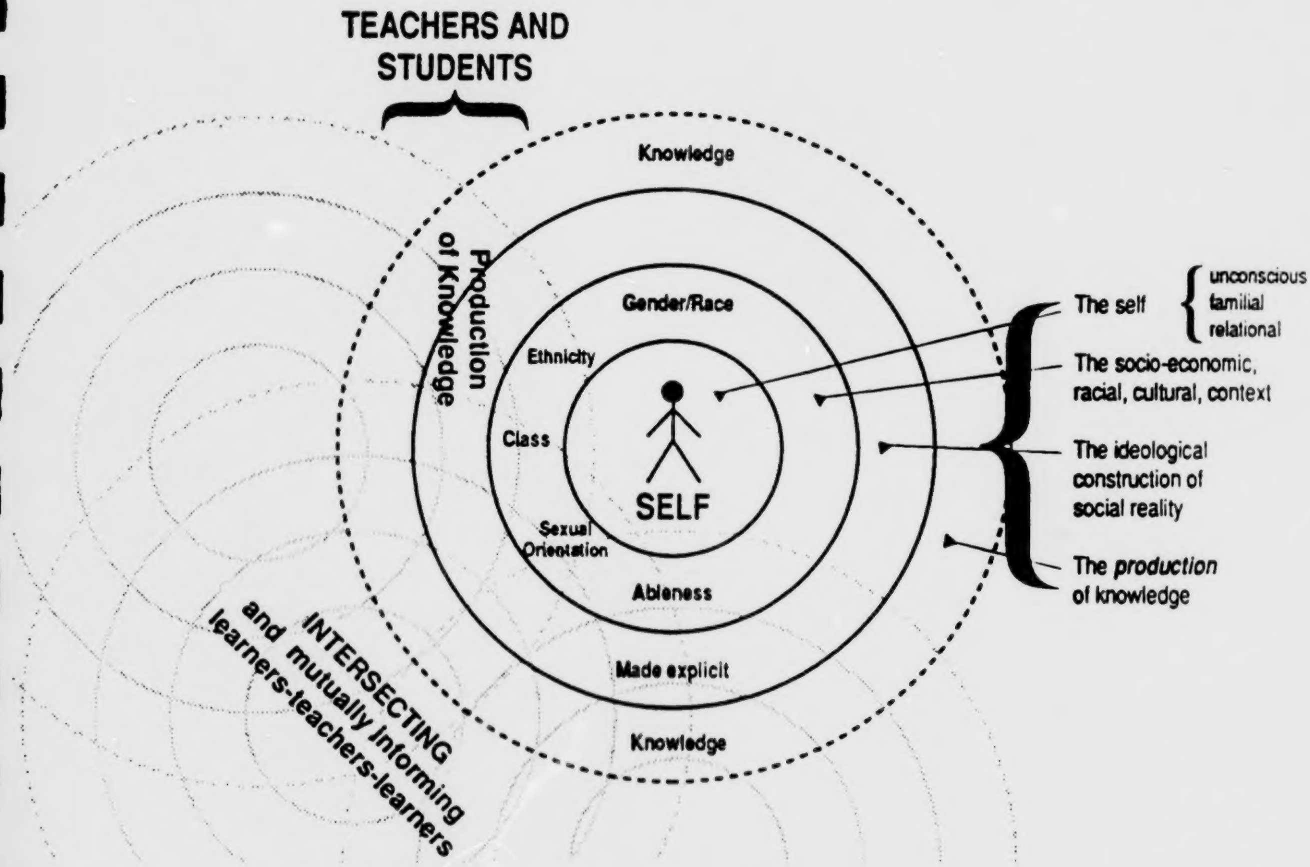
TEACHERS AND STUDENTS
Knowledge
Production of Knowledge
Gender/Race
Ethnicity
Class
Sexual Orientation
SELF
Ableness
Made explicit
Knowledge
The self
unconscious
familial
relational
The socio-economic, racial, cultural, context
The ideological construction of social reality
The *production* of knowledge
INTERSECTING and mutually informing learners-teachers-learners

Figure 1.5 Learning Model - The Pedagogy of Critical Humanism

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ideological construction informing the learning environment. The purpose of their interaction is to **reproduce** the common wisdom of the established knowledge embedded within the discipline. "Universal" truths are supposed to transcend the realities of learners' and teachers' experiences of class, gender, ethnicity, race and sexual orientation. Since knowledge is supposed to be value free, learners and teachers are involved in a reproductive loop, where information is given by the teachers to be processed and returned as accurately as possible by the learners.

Humanistic Education (Figure I.2) has contributed to our consideration, because it emphasizes the centrality of the feelings of teachers and learners in the educational process (Maslow, 1966, 1968; Rogers, 1969, 1983; Moustakas, 1968, 1972). Here learners and teachers are expected to intersect and overlap freely self-to-self with one another. Through pooling their feelings and working through regular disciplines on a self-to-subject basis, humanistic learners should produce a collective knowledge based on this process. However, the limitation of humanistic education is that it decontextualizes the participants by ignoring the power of externally applied values and cultural practices and various socio-economic determinants in the formation of the "self" of each learner. Gender, ethnicity, race, class and sexual orientation cannot be ignored in the production of knowledge.

Critical Pedagogy (Figure I.3) focuses on all levels of the learners' and teachers' experience other than their specific feelings and the personal context in which emotions and values are developed. Although theoreticians of Critical Pedagogy advocate that learners and teachers join to produce knowledge through a collective examination of their **socio-economic** situations, they do not address the idiosyncratic range of human feelings which connect learners to subject matter (Aronowitz and Giroux, 1985; Freire, 1985; Giroux, 1983). Ironically, this pedagogy of empowerment does not help people to free themselves from emotional factors which impede their progress towards individual and collective empowerment.

Early Feminist Pedagogy (Figure I.4) addressed the self and emphasized the collective production of knowledge. However, as mentioned before, it focused basically on gender and sexism as "universals" and only later began to include considerations of class, ethnicity and race into its deliberations. It is evident, too, that masculinity was not sufficiently problematized to captivate a large number of male learners and to bring about transformative educational experiences for them. Nevertheless, the theoretical model is not only instructive, but shows a distinct development over Humanist Pedagogy. In Feminist Pedagogy, the multiple levels of learners' issues are addressed and shared, according to their articulated needs. Teachers and students intersect as individual "selves," as participants in certain social situations, as critics of the ideological assumptions which determine the hegemonic construction of reality, and as producers of knowledge. Through a dialectical and dialogical process in which no one is accorded total authority, all participants are learners, collaboratively working to produce knowledge. Processes consistent with this model should create an ever-widening and subtly shaded production of individual and collective knowledge. Through this process, the isolation of oppression is broken down and learners experience the benefits of collective inquiry in a concrete manner which can then encourage them to move from a disempowering individualistic account of the world to a more viable and empowering one which has been collectively formulated.

Later Feminist Pedagogy has benefitted from earlier versions of itself and from the praxis of Humanist and Critical Pedagogies. It is almost indiscernible from Critical Humanism except that it focuses on women and how they are affected by various factors in their lives. Accordingly, the paradigm of Critical Humanism (Figure I.5) is the final model to which we refer, inasmuch as it combines the thinking of Humanists, Critical Pedagogues, and Feminist educators (Nemiroff, 1991). Our concept of Gender-Fair Education can be applied to any learning situation. It is based on close study of what transpires in classrooms and on the transformations possible within the constraints of large mainstream institutions as well as smaller alternative ones or adult education programmes.

We see teachers in all kinds of educational situations being able to create strategies that lead students to engage personally and directly with course material. This engagement must take place in ways which ensure that all students are both discovering and liberating their own potential as well as thinking critically about their society. Our schematization (Figure I.5) traces the dialectical process of creating knowledge through the collective examination of the participants' personal experiences, the socio-economic and cultural determinants of their particular and shared situations, and the dominant ideologies which attempt to define them. In this dialogical process, teachers and students share in the production of knowledge, as the circles of their individual exploration intersect and overlap.

The process by which this shared endeavour can be realized has been most fully elaborated by researchers in Feminist Pedagogy. Convinced that women must become active participants in the creation of entire new fields of knowledge, these researchers have developed strategies which validate individuals and stimulate the cross referential process of critical awareness described above.

Though the strategies of this Feminist Pedagogy were explored first in the context of Women's Studies classrooms, recent research in the field has shown them to be applicable to a wide range of learning situations (Davis, Steiger, Tennenhouse, 1990), including both male and female students.

One of the primary steps of the feminist pedagogue has been described as establishing "an atmosphere of mutual respect, trust, and community in the classroom" (Bunch and Pollack, 1983, p.262). Feminist Pedagogy explicitly acknowledges the dialectical relationship between the self and the material, between the reader and the text, between the learner and the learned. This acknowledgement has legitimized personal experience for intellectual inquiry and has opened the way for women to begin to develop their own hitherto largely undeveloped relationships to traditional subject areas (Culley and Portugues, 1985). This acknowledgment also calls in question some of the hierarchical presuppositions of the traditional classroom and encourages teachers to reveal their own personal connections to both the content and the process of the course. Finally, this acknowledgement encourages students to form mutual support systems for problem solving and study, both inside and outside the classroom.

Clearly, then, Feminist Pedagogy calls for a fluid and continually renegotiated classroom structure in which teachers and learners participate equally, though often with differing roles and changing degrees of expertise. In its insistence upon the centrality of affect, Feminist Pedagogy resembles Humanistic Pedagogy; in its confrontation with and challenge to the reproduction of traditional knowledge, it resembles Critical Pedagogy. The uniqueness of Feminist Pedagogy lies in the space which it insists upon for the voicing of difference with respect to epistemological and ideological concerns.

Insisting upon the creation of this space for women's voices has led feminist teachers to explore classroom strategies in a way which privileges for the first time some of women's ways of knowing. Recognizing the politics of the classroom and the way in which voices of difference are often so effectively silenced within it (Rich, 1979), the Feminist Pedagogy which begins to interest us the most is that which has called upon the research into the relationship between language and learning for learners of all ages (Britton, 1972) even in disciplines like mathematics (Baruk, 1985). These educators point out how those who do not participate in Burke's "conversation of mankind" (1973, p.110) are very much disadvantaged, and suggest ways in which written language can be used to give all students access to the knowledge building of the classroom (Fulwiler, 1980; Shor, 1987). The use of writing in the learning process thus becomes a central strategy for the feminist classroom, and can act as the starting point for the exploration of new and unfamiliar forms of knowledge (Davis, Steiger and Tennenhouse, 1990). The act of articulation in language also enables students to integrate learned material into their own thought processes, a process unique to every individual but of particular difficulty for women encountering mainstream thought in complex cognitive areas; if they can be helped to see affective connections, or at least to express their discomfiture in journal responses, for instance, they are better able to learn.

This Feminist Pedagogy is basically learner-centred and learner-active. Habits of inferiority and passivity, of looking to the teacher for the answer are deliberately challenged and broken. Insofar as the subject matter allows, the application of

Feminist Pedagogy democratizes the classroom and builds a real sense of a learning community. Following a writing-to-learn activity, for instance, collaborative partnerships or triads can be set up in which students work together toward a common goal which can then be shared with the larger group. These dyads or triads allow students to function in a non-competitive environment and in an environment in which self-assertiveness is not a _sine qua non_. Such learning units legitimize the collaborative and constructive qualities which characterize female learners and allow them to profit from these characteristics rather than experience them as disadvantages (Bunch and Pollack, 1983).

Clearly, then, we look to Feminist Pedagogy here insofar as it emphasizes those aspects of psychological, moral and cognitive development which masculinist ideology has defined as non-male, appropriate not to the public but the private sphere, and therefore inappropriate for education. We argue that a Gender-Fair Education must re-introduce these aspects of development not only to allow females access to the educational process, but to allow males access to the development of full personhood, through the development of their relational and affective lives, since their inability to do so within the traditional paradigm continues to reproduce the stereotypes which reinforce oppression. Since it is also clear that a large part of the male population has been marginalized and excluded from active participation in the educational process because of race, class, ethnicity and sexual orientation. Gender Fair Education is a model of inclusiveness which allows all students equal opportunity for educational development.

> The first researcher, then, in the classroom is the teacher who investigates his or her students. This is one basic task of the libratory classroom, but by itself it is only preparatory because the research process must animate students to study themselves, the course texts, and their own language and reality. **I think** this kind of classroom can produce unsupervised or unofficial knowledge. (p.9-10)

What Freire (1987) here identifies as unsupervised or unofficial knowledge is the core content of the Gender-Fair Education which we have been describing. The interactive and cross referential process by which this knowledge is created is the key pedagogy for Gender-Fair Education. This knowledge and praxis is both powerful and empowering. Freire reminds us that our task as educators is "to provoke recognition of the world, not as a 'given' world, but as a world dynamically 'in the making'" (1985, p.19). Gender-Fair Education is dedicated to engaging all students as active participants in an on-going critical review of existing knowledge and a dynamic production of new and libratory knowledge, using this engagement as a model for their active and equal participation in the society at large.

Note: This chapter has also been published (1993) under the title Gender fairness in the classroom: Theory and praxis. In Debra Martens (Ed.). Weaving alliances: Selected papers presented for the Canadian Women's Studies Association at the 1991 and 1992 Learned Societies Conferences. Ottawa: Canadian Women's Studies Association.

PART TWO: PRELIMINARY STUDIES

CHAPTER II

ANALYSIS OF THE EXISTING SITUATION, AUTUMN 1990

The first stage of the action research undertaken within the project involved a study of teachers' attitudes and practices with respect to gender as they are currently described by teachers of core Cegep disciplines. This information was felt to be important for establishing a baseline for future work, as well as for opening a dialogue with interested participants.

A. RESPONSE TO THE INITIAL QUESTIONNAIRE

A questionnaire (see Appendices 1 and 2) was prepared in English and in French and sent to the Academic Deans or Directors of Research at the following Cegeps in the Montreal region: Ahuntsic, André-Laurendeau, Bois-de-Boulogne, Edouard-Montpetit, Lionel-Groulx, Maisonneuve, Montmorency, Rosemont, St-Jérôme, Vieux-Montreal, St-Laurent, Champlain-St.Lambert, Dawson, John Abbott and Vanier Colleges. The Dean and Directors were asked to distribute the questionnaires to Philosophy and French Departments in the French Cegeps and the Humanities and English Departments in the English Cegeps. We asked these contact persons to return a form indicating how many copies of the questionnaire they distributed.

Unfortunately, only eight out of the fifteen persons, that is, 53% of our contacts, returned our forms. For this reason, we are only able to give an account of the response rate (see Figure II.1) from the number of questionnaires we originally sent out, rather than the number of teachers who may actually have received them.

FIGURE II.1. TOTAL RESPONSE RATE, INITIAL QUESTIONNAIRE.

Sector	Rate of Response
French Cegeps	11.2 %
English Cegeps	12%

Given the confusion in the responding process, described above, we are uncertain whether to consider the rate of response as an indication of low interest on the part of the teaching faculty (11.2% from the French Cegeps and 12% from the English), or some difficulty on the part of some of our contacts in responding to outside requests for on-site research. This difficulty in getting cooperation and consistent response from our target colleges was to be a major problem throughout this research project.

The number of respondents willing to participate in a future study on gender-fair education, however, was more heartening (see Figure II.2). Even at this stage, however, one notices greater willingness among teachers from English Cegeps, a feature of our research process which has struck us throughout, despite the fact that we had a francophone member of our team for two thirds of the project. The gender breakdown of those who either agreed to participate or expressed a possible interest may be found in Figure II.3. It is difficult to draw any conclusions from such widely divergent percentages, with women English teachers far more willing to participate than their male counterparts, but male French teachers 100% more willing than their women colleagues. It is of some interest to us that our response rate from male teachers was greater than that from female teachers (see Figure II.4), though not by a great deal.

FIGURE II.2. WILLINGNESS TO PARTICIPATE IN STUDY.

Sector	Yes	Possibly
French Cegeps	22.6%	16.9%
English Cegeps	29.7%	54.1%

FIGURE II.3. WILLINGNESS TO PARTICIPATE: POSITIVE RESPONSES BY GENDER AND BY DISCIPLINE.

Discipline	Yes		Possibly	
	Female	Male	Female	Male
English	85.7%	14.2%	38.5%	61.5%
Humanities	40%	60%	50%	50%
French	0%	100%	40%	60%
Philo	50%	50%	42.9%	57.1%

FIGURE II.4. DEMOGRAPHIC STATISTICS OF RESPONDENTS.

Gender	Eng.	Hum.	Fr.	Phil.	Total
Female: n	13	9	15	8	45
Female: %	54.2%	50%	48.4%	33.3%	43.3%
Male: n	11	9	16	16	59
Male: %	45.8%	50%	51.6%	66.6%	56.7%
TOTAL: n	24	18	31	24	104

Further information about the respondents is provided in Figures II.5, II.6, and II.7. It is noteworthy, perhaps, that the mean age of respondents from the English sector is greater than that on the French side, as is the number of years of teaching experience. Degrees completed vary widely from discipline to discipline, as may be observed in Figure II.5, though teachers in the English colleges seem to have slightly higher scholarity. None of this information appears to bear particularly upon individual answers in later parts of the questionnaire; however, we note overall that these questionnaires have thus put us in contact with a well educated and mature selection of teachers whose answers to our questions are apparently based upon much teaching experience.

FIGURE II.5. AGE OF RESPONDENTS TO QUESTIONNAIRE.

Age	Eng.	Hum.	Fr.	Phil.	% Total
% 25-30	0	5.5	6.5	0	3
% 31-40	12.5	5.5	32.5	25	20
% 41-50	54.2	55.5	48.8	54.1	51
% 51-60	25.1	33.1	9.6	20.7	23
% 60 +	8.3	0	3.2	0	3

FIGURE II.6. SCHOLARITY OF RESPONDENTS TO QUESTIONNAIRE.

Degree	Eng.	Hum.	Fr.	Phil.	Total %
Under-grad	4%	0%	16.1%	12.5%	8%
Masters	66.6%	66.6%	64.5%	45.8%	61%
Ph.D.	29.2%	33.3%	19.3%	37.5%	30%
Other	0%	0%	0%	4%	1%

FIGURE II.7. YEARS OF EXPERIENCE, RESPONDENTS.

Years	Eng.	Hum.	Fr.	Phil.	% Total
0-5yrs	0%	0%	12.9%	0%	1%
6-10yrs	4.1%	12.5%	9.6%	12.5%	9%
11-15yrs	12.5%	37.5%	19.3%	12.5%	18%
16-20yrs	54.2%	37.5%	32.2%	29.1%	40%
20+yrs	29.1%	12.5%	25.8%	45.8%	31%

B. TEACHER RESPONSES ON GENDER DIFFERENCES AMONG STUDENTS

Figures II.8, II.9, II.10 and II.11 present the teachers' answers to observation questions about gender differences among their students. In general, women teachers perceive greater gender difference than do male teachers. It is interesting to speculate to what extent women are more sensitive to such differences and to what extent students in fact are more expressive of their differences in women teachers' classes. In any case, women teachers report that male and female students respond differently to them, that male and female students have very different patterns of achievement, and that male students present far more disciplinary problems for them. Male teachers, however, agree only that male students are more likely to turn in a minimal performance and to create greater discipline problems.

FIGURE II.8. GENDER DIFFERENCE IN STUDENT RESPONSE TO TEACHERS.

Question: Generally, have you the impression that male and female students respond to or have responded to your courses in different ways?

Discipline	Very differently		Somewhat differently		No differently	
	M.Tch	F.Tch	M.Tch	F.Tch.	M.Tch.	F.Tch.
English	7.7%	0%	64.3%	70%	28.6%	30%
Humanities	30.1%	14.2%	60.0%	14.2%	10%	71.4%
French	17.5%	12.5%	53%	75%	29.4%	12.5%
Philo.	12%	18%	75%	37%	12%	43.1%

M.= Male teacher   F.= Female teacher

FIGURE II.9. STUDENT GENDER DIFFERENCE, HIGH ACHIEVEMENT.

Question: In your experience, do you have the impression that female and male students behave differently in terms of
a) rate of exceptionally high achievement?

% of tchrs.	Eng.	Hum.	Fr.	Phl.
M.& F. yes	21.7	0	60.1	58
F. yes	80	0	88	100
M. yes	20	0	12	0

M.= male teacher F.= female teacher

All respondents saying "yes" said female students have higher achievement rates than males.

FIGURE II.10. STUDENT GENDER DIFFERENCE: MINIMAL PERFORMANCE.

Question: In your experience, do you have the general impression that female and male students behave differently in terms of
(b) rate of minimal performance to pass course?

% of tchrs.	Eng.	Hum.	Fr.	Phl.
M.&F. yes	30.4	2	42.9	53.3
M.&F. boys do min.	100	75	91	100
F.boys do min.	50	50	55	33.3
M.boys do min.	50	50	45	66.6

M.= Male teacher F.= Female teacher

FIGURE II.11. RATE OF DISCIPLINARY PROBLEMS.

Questions: Do you have disciplinary problems with your students?
Do you have disciplinary problems with female students?
Do you have disciplinary problems with male students?

Disc.	%Yes	%F.Yes	%M.Yes	%Yes girls	%F.Yes girls	%M.Yes girls	%Yes boys	%F.Yes boys	%M.Yes boys
Eng.	56.5	69.1	31.1	53.8	28.5	71.5	84.6	88.8	75
Hum.	50	66.6	33.3	25	50	0	75.1	100	100
Fr.	56	41.1	58.9	5.8	0	10	100	100	100
Phl.	41.6	50	50	10	0	20	100	100	80

F = Female teacher M.= Male teacher
girls = Female students boys = Male students

20% of all teachers said: Female students whisper and chatter to each other during classes.

80% of all teachers said: Male students sit in the back of the class, make noise, disrupt classes and challenge the authority of the teachers.

If we scrutinize these responses more closely by looking at individual teacher commentary, we note that most of the teachers who notice differences between the performance of male and female students indicate that females do better than males. In order to support such opinions, they attribute numerous qualities to the female students. According to their accounts, women students are more motivated and more concerned with course objectives and with their results. They conform more to course requirements than males, working harder, applying themselves more conscientiously and studiously, making greater sustained effort, and working at a greater depth. Though some teachers report that female students do not like to speak up or defend their opinions in public, they are active participants in group projects and other collaborative work.

Male students, on the other hand, are often described as satisfied with a mere pass. Teachers also comment that males attribute much less importance to the goals of the course; they are much more indifferent to courses and to failures than female students; they are reluctant to admit difficulty with course content, especially with reading and writing. Males are also described as dropping out more frequently than female students. The teachers explain this trend in the following ways: male students work more in the paid labour force; male students are reluctant to face their own weakness and therefore simply disappear, whereas female students seem to have a greater need to justify dropping out.

Teachers remark that often students of both sexes in career programmes drop out of core courses more easily than those in pre-university programmes. That is, they accord less importance to core courses than to the courses specific to their programmes.

The majority of teachers of both genders in all disciplines claim to have disciplinary problems with male students who sit at the back of the class, make noise, disrupt classes and challenge the authority of the teachers. Those few teachers who have disciplinary problems with female students attribute these problems to their whispering and talking to one another during classes. Some women teachers claim that male students behave seductively with them, but one male teacher claims that female students are more likely than male students to behave seductively.

Numerous teachers of French and Philosophy claim that if students of **both genders** are presented with equal expectations and treatment by their teachers, they will automatically react to courses in the same way, regardless of gender. They claim that since it is an egalitarian environment, the Cegep milieu does not lend itself to sexism. We note that these comments **arise** much more frequently in the French sector. Whatever the origin of this attitude difference between French and English Cegep teachers, these comments certainly were indicators of the indifference with which our future efforts to involve these teachers in our project were to be met.

Given the high degree of agreement, however, on the minimal level of performance of male students and their likelihood to cause discipline problems, it seems important to focus for a moment on this issue. These teacher perceptions of the student population in core programmes begins to identify a certain kind of male student only minimally engaged by his core disciplines and much more likely to act disruptively in these classes. It is perhaps unfortunate that our data does not identify how great a proportion of the total male population is here being described. Even if it is a very small percentage, however, it seems to have drawn considerable attention to itself and, as experienced teachers know, even a small group can be extremely damaging to learning dynamics. The very high percentage of teachers to identify males as disruptive in Figure II.11 tends to rejoin research on the attention-demanding behaviour of males in large groups (Spender, 1980 ; Concordia University, 1990). Teacher explanation tends to target gender difference in general attitude to learning, but we might also speculate that core disciplines may not be seen by these particular males as worthy of their focused attention, inasmuch as these courses are compulsory, perhaps, or because they are seen as less complementary to a masculinist ideology of concrete, objective, scientific or technological truth (Hacker, 1987).

These teacher perceptions of male performance might well lead us to identify these males as students at risk. However, we should also question whether, for the sake of their fellow students, perhaps particularly the young women whom they may be silencing, such attitudes should continue unchallenged. Indeed, it seems to us that open discussion of such gendered behaviour is called for. These teachers have here identified a critical area to address in any formulation of Gender-Fair Education.

C. TEACHER ACCOUNTS OF HOW THEY DEAL WITH GENDER ISSUES

Teacher agreement on some of these gender differences made us read with particular interest what our respondents had to say about the ways in which they took gender into account in the planning of courses (Figure II.12), bibliography (Figure II.13), pedagogy (Figure II.14) and other materials (Figure II.15).

FIGURE II.12. GENDER INFLUENCES ON COURSE CONTENTS.

Question: In planning your courses, do considerations regarding the gender of your students influence your course design in terms of
(a) course content?

		English			Human.			French			Philo	
	%	F.	M.	%	F.	M.	%	F.	M.	%	F.	M.
A good deal	4.2	50	50	22.2	75	25	13	66.1	34	12.5	66	34
Somewhat	66.6	64.2	35.7	27.7	80	20	20	50	50	21	60	40
None	29.2	40	60	50	22.5	77	34.7	50	50	66.5	69	31

F.= Female teacher M.= Male teacher

FIGURE II.13. GENDER INFLUENCE ON BIBLIOGRAPHY.

Question: In planning your courses, do considerations regarding the gender of your students influence your course design in terms of
(b) bibliography?

		English			Human.			French			Philo	
	%	F.	M.	%	F.	M.	%	F.	M.	%	F.	M.
A good deal	12	66.6	33.3	23.5	100	0	9.7	34	66	8.7	100	0
Some-what	52	77	23	53	50	50	38.7	50	50	26	50	50
None	36	33	66.6	23.5	34	66	51.6	50	50	65.2	25	75

F.= Female teacher M.= Male teacher

FIGURE II.14. GENDER INFLUENCE ON PEDAGOGY.

Question: In planning your courses, do considerations regarding the gender of your students influence your course design in terms of
(c) pedagogy?

		English			Human.			French			Philo	
	%	F.	M.	%	F.	M.	%	F.	M.	%	F.	M.
A good deal	11.5	66.6	33.3	17.6	66	33	6.5	0	100	4.1	0	100
Some-what	46.2	58.3	41.6	47.1	75	25	22.5	58	42	30.4	43	57
None	42.3	41.6	58.3	35.3	16.5	83.5	71	50	50	65.2	34	66

F.= Female teacher M.= Male teacher

FIGURE II.15. GENDER INFLUENCE ON CHOICE OF MATERIALS.

Question: In planning your courses, do considerations regarding the gender of your students influence your course design in terms of
(d) materials?

		English			Human.			French			Philo	
	%	F.	M.	%	F.	M.	%	F.	M.	%	F.	M.
A good deal	16.6	100	0	18.8	100	0	7	50	50	8.7	50	50
Some-what	38.9	57.2	42.8	37.5	50	50	20	17	83	26.1	50	50
None	44.4	37.5	62.5	43.7	46	54	72	58	42	65	27	73

F.= Female teacher M.= Male teacher

It was somewhat a shock to us to discover, therefore, that a range of between 24% to 72% of these teachers do not take gender into account **at all** in planning or teaching their courses. Some of the teacher commentary explains these behaviours by saying that there is no need to address gender since students all share intelligence, the human condition, and the situation of being students, regardless of gender. Some Philosophy and Humanities teachers claim that their shared condition obviates a need to dwell on gender difference.

We were particularly struck by the lack of attention to gender in determining pedagogical methods (Figure II.14). Given that a high percentage of these teachers had expressed such sensitivity to achievement and discipline problems, we had expected greater flexibility of teaching methods. We note that, consistently, women make greater accommodation than men, but are nevertheless struck by the global figures of those who make no accommodation at all.

A number of explanations spring to mind here, among them the fact that, given the age of most of these respondents (Figure II.5), their own educational formation most likely involved an extremely inflexible teaching style, and perhaps an uncompromising attitude to students who do not respond to such procedures. Researchers such as ourselves would do well to understand the difficulty for teachers to rethink a formation which has provided a privileged academic lifestyle, even when they are aware that certain students deal very marginally with what they are offering in the classroom.

D. POSITIVE SUGGESTIONS FOR DEALING WITH GENDER

Teacher commentary on this section of the questionnaire tends, however, to be very positive, and to offer valuable suggestions. Many teachers in all four disciplines express the wish to offer an equal number of readings by men and women. Some French teachers, however, claim that this is not always possible; for example, they state that there were few women poets writing before the twentieth century. Philosophy teachers advance the same type of argument, commenting that there are few women philosophers. Some respondents emphasized the possibility of introducing feminist and non-sexist materials. Feminist critiques of Freud are mentioned; as well, some respondents mention refusing to teach sexist philosophers such as Nietzsche.

In French, English and Humanities, gender equality is promoted through the introduction of themes appropriate to this subject. Some of these themes are sex-role stereotyping, social conditioning of gender roles, sexism, and feminism. In Philosophy, some teachers offer classes on themes related to women, or they offer classes on themes such as rape for women only. Some male English and Humanities teachers also offer readings and course work which provide a less stereotyped notion of masculinity and encourage male students to discuss and express their emotions.

Numerous English and Humanities teachers express sensitivity to the impact of visual materials and stress the importance of examining films and illustrated works for a fair portrayal of women. In cases where the use of sexist material is unavoidable, a critique of the sexism is suggested.

In terms of pedagogy, respondents emphasized the importance of avoiding using sexist examples as well as ensuring that examples are used which present the situation of women as well as that of men. French and Philosophy teachers emphasize the need for the feminization of language, especially in course outlines and all other directions given to the students. Numerous Humanities and English teachers describe pedagogical methods which encourage collaboration and counter competition. They favour a decentralized pedagogy which is usually identified as feminist in nature and which actively counters sexist behaviour in the classroom.

In terms of student tasks, teachers describe various methods of ensuring that the roles students assume in class activities are not always gender-based. For example, it is not necessary for female students to assume the secretarial role in group work. English and Humanities teachers emphasize a need to develop subjects and tasks of interest to female as well as male students. Numerous English and Humanities teachers favour the use of personal journals because this kind of personal expression validates the interests of female students and provides a viable form of self-expression for male students.

E. CONCLUSIONS

The very heterogeneity of these responses, even among the small percentage of teachers who had sufficient interest to send back their questionnaires, tells a story of its own. Gender awareness and the willingness to deal with gender issues are not common currency among the Cegep faculty. Some highly sensitive, well-informed and imaginative teachers are currently making valuable individual contributions to gender fairness in the core classroom. Some teachers are responsive to gender differences but do not seem to have made any observable adjustment to these realities. Other teachers who do not see gender differences do not, of course, feel called upon to adjust their teaching.

Since our principal objective was to identify teachers' perceptions and behaviour, we cannot but feel regretful that we heard from so few. It is possible that we have here tapped an important characteristic found within the Cegep teaching population, a characteristic which we might describe variously as low motivation, low morale, or lack of interest in issues pertaining to their daily work. We might also have tapped into the form of resistance to or even backlash against feminism, recently documented by Susan Faludi (1991). There seems to be a widespread reluctance to contribute to and or become involved in the research of colleagues in the Cegep system. These responses assured us, however, that there is a real need for the development of a Gender-Fair Model for core education, and that there is a small group of teachers prepared to participate in this type of research.

CHAPTER III

SURVEY OF POSSIBLE PARTICIPANTS AND THEIR CLASSES, WINTER 1991

A. THE PURPOSE AND THE PROCESS

In this second stage of the study, the researchers first made contact with all those teachers who had indicated on the initial questionnaire (Appendices 1 and 2) that they were either willing or possibly willing to take part in the project. They were asked to confirm their interest in participating in a staged survey of student responses to their courses during the winter semester. The student response questionnaire is included in Appendices 3 and 4. At the end of this staged survey, these teachers were told, they would be asked to fill out a teacher observation questionnaire which would enable us to compare their view of the students' reactions and performance with the students' own. Teacher observation questionnaires may be found in Appendices 5 and 6. Teachers were also asked to submit the outline for the course to be surveyed and to provide us with a personal interview sometime during the process. This initial interview schedule is found in Appendices 7 and 8.

The purpose of this second stage was to continue our survey of the existing situation, focusing particularly on those teachers who were already striving for gender fairness in their core courses. This material was to help us arrive at the final

Model for Gender Fair Education, to be tested in the autumn semester of 1992. We naturally hoped that the participants in this H91 phase would continue with us in A92, but were pleased to have with us even those teachers who could not yet offer us this kind of **commitment**. Figure III.1 indicates the numbers of teachers who participated at any time during this stage, those who did all that we requested, and those that stayed with us for the final project in A92. It will be seen once again that participation from the French sector continued to be problematical throughout the process.

FIGURE III.1. TEACHER PARTICIPATION NUMBERS, H91 AND A92.

Participation	Eng.		Hum		Fr.		Phil.	
	F.	M.	F.	M.	F.	M.	F.	M.
Some/all, H91	7	3	7	1	0	1	2	1
All, H91	6	2	6	0	0	0	2	0
Project, A92	3	4	2	1	1	0	3	0

F.= Female teacher   M. Male teacher

Teachers involved in the H91 stage of the research were called together early in the semester. At the meeting, we discussed some of the theoretical and practical considerations that lay behind the project (see Chapter I). We also provided a short annotated bibliography of items (which later became part of the annotated bibliography in the Model) as well as copies of particularly useful articles. Another important item on this first agenda was a discussion of our proposed student response questionnaire which we were to ask these teachers to use. This discussion enabled us to perfect the instrument as well as to draw our participants into closer collaboration with us.

Shortly after this get-together, teachers received their sets of student response questionnaires and teacher observation sheets. Their course descriptions were also collected.

B. SOME GENERAL REMARKS ON THE ANALYSIS OF THE H91 SURVEY

The following sections of this Chapter cover the results of a many-tiered survey of existing teacher and student attitudes regarding gender-related issues in the compulsory courses of English, Humanities, Philosophie and Français. Although an attempt was made to draw the same type of information from each of the interested teachers, this was not always possible. For instance, it will be noted below that more teachers were interviewed than participated in the collection of data and that some course descriptions were not made available to us, and so on. Had we been engaged in precise measurement of a designated group, we would have reduced our sample to those teachers for whom we had the full set of data. However, since our quest was for as much information as we could gather, we have preserved all of it and made global correlations where appropriate.

We have also made a decision to integrate some of the information gathered from those teachers who agreed to act as controls. Although these teachers were not presented with any of our gender-fair information, nor were they included in our pre-survey workshop, the data which they submitted to us differs in no discernable way from the data of the other participants. Even the question "Has the process of working with this project altered anything in the course or in your attitude to it?" presents the same range of answers from these control teachers as from the original participants.

Two conclusions can be drawn from the lack of differences between these two groups: first, the very act of being asked to observe a class can have some effect on teacher awareness and behaviour, and second, the active participants for the experimentation need very specific guidance if significant differences are to be expected.

C. COURSE DESCRIPTIONS

A total of twenty-six course descriptions were submitted to us. The breakdown across the disciplines and by gender is provided in Figure III.2. It is clear that the purpose of all these course descriptions is to outline basic requirements to students, particularly in the area of teacher expectations, evaluation procedures and texts to purchase. Objectives are outlined in general terms to give some idea of the conceptual framework of the course and the skill development expected.

Perhaps because of their necessary brevity, these course descriptions tend to appear very prescriptive, though a few teachers do indicate certain areas of student choice, an area which can provide an opening for gender issues. Since many of the descriptions are too general to deal with this matter of student choice at all, it is impossible to draw conclusions.

FIGURE III.2. COURSE DESCRIPTION COUNT, H91 (TOTAL 26).

	Eng.		Hum.		Fr.		Phil.	
	F.	M.	F.	M.	F.	M.	F.	M.
Total Number of Descriptions	11	4	9	0	0	0	2	0

As will be seen from Figure III.3., 57.7% of them contain no mention whatever of gender in their objectives or methodology. Since fourteen out of the twenty-five courses were cross-listed as Women's Studies credits at particular Cegeps, it appears that gender issues are likely to be dealt with only in Women's Studies courses. In four notable instances, however, teachers who emphasize their gender awareness in interviews with the researchers show none of this concern in the language of the course description: on the basis of written materials handed to them by the teacher, students would not be able to identify all these courses as gender related.

Male and female authorship of texts is also dealt with in Figure III.3. Again, given the preponderance of Women's Studies courses in the sample, it is surprising to find such a low incidence of female authorship. Women's Studies scholarship over the past twenty-five years has unearthed over a thousand years of women's writing, art and musical composition. There are also numerous contemporary women writing philosophy. Yet in two of these Women's Studies Humanities courses, the basic text is written by a male, and one Women's Studies English course uses three male authors and only one female.

Thus more than half of these course descriptions do not communicate high levels of gender consciousness. This phenomenon might be explained by lack of awareness on the part of the teachers, or their unwillingness to identify their courses with feminist perspectives, or perhaps lack knowledge of female-authored texts. None of these explanations quite fit with the impressions given by the teachers in their interviews with us, and we are forced to conclude that what they wish or intend to communicate to students about the gender orientation of their courses is not always clear, especially in their course descriptions.

FIGURE III.3. GENDER ISSUES IN COURSE DESCRIPTIONS, H91.

Gender Issues:	n Eng.		n Hum		n Fr.		n Phil.		Tot.%
	F.	M.	F.	M.	F.	M.	F.	M.	
Dealt with in Objectives/ Methodology	3	1	5	-	-	-	2	-	42.3%
Gender balance in readings	2	0	1	-	-	-	0	-	11.5%
More male authors	4	1	0	-	-	-	0	-	19.2%
More female authors	0	0	0	-	-	-	2	-	7.6%
All male authors	2	3	4	-	-	-	0	-	34.6%
All female authors	1	0	2	-	-	-	0	-	11.5%
Authors not specified	1	0	2	-	-	-	0	-	11.5%

M.= Male teacher F. Female teacher

D. INTERVIEWS WITH TEACHERS

Figure III.4 gives the gender and discipline breakdown of the twenty-three teachers interviewed at this point in the project. Teachers were asked how they selected course topics.

course materials, assignments and evaluation schema. They were also asked how they viewed the overall goals of their discipline and how they felt students reacted to many aspects of their courses. Much interesting information was collected. We present here, however, only that material which is directly related to gender issues in these subject areas.

FIGURE III.4. TEACHER INTERVIEW COUNT, H91.

	Eng.		Hum.		Fr.		Phil.	
	F.	M.	F.	M.	F.	M.	F.	M.
Teacher numbers	6	2	6	1	3	1	1	0

F.= Female teacher M.= Male teacher

1. Subject Matter

When selecting subject matter for their courses, only Women's Studies teachers in English, Humanities and Philosophie reported that gender considerations were central to their choice. In the latter case, most of the teachers expressed concern with issues about women, but one had devised a course in which the social construction of both masculinity and femininity were the central focus. One male Humanities teacher who does courses in Black Studies said that he had discovered that female students tend to respond well, to "perk up" when he introduces areas that concern women, such as aspects of slave history, and he now tries to include them. Other non-Women's Studies teachers said they were likely to consider the students' or their own current interests, or student needs, but these needs and interests did not seem to focus around gender.

2. Course Readings

With respect to course readings, there were various levels of concern for gender. The English course designed to deal directly with gender showed a very conscious balance of writings by males and females on masculinity and women's issues, as well as some materials on gay men and women and on homophobia, these latter materials again written by both men and women. As might be expected, most Women's Studies teachers reported using primarily materials written by women. One English teacher reported explaining her reading list to students who asked why it was all women as follows: "90% of what you read in English courses is books by men, and this course tries to balance that." One Humanities teacher said that recently she had begun to include works by men, particularly works by men critiquing male culture and social attitudes. She said:

> I think it's very important for men to start to talk about themselves in Women's Studies classes as opposed to just speaking about women, because they have a real tendency to just say `the women I know aren't like that'.

> and I think that is really a kind of an oppressor mentality. Because they say that all the time, even when the women in class will say `yes we are!'

A teacher of an historically oriented novel course said that she did consciously balance her course, with two novels by women and two novels by men. Why? Because she wants to show that the structure of the novel is constant, up until the post-modern era, and that both men and women use the form in many of the same ways. When asked if her choice of novels <u>per se</u> as reading material for her courses had anything to do with her gender, she said: "As a woman, I have always read a lot of novels, and this remains true. The women students come to my course more prepared, though they are often apologizing for having read so many novels!" A female teacher of Français said she tried to balance her course as to male and female authors. The male Humanities teacher who does Black Studies said that he now includes writing by Elliot Norton who is "a very new kind of role model for females".

Other English teachers showed much more concern with issues and character focus than with actual authorship. One teacher began by saying that her course was a 50/50 balance, but she later qualified this by saying that only one book is by a woman, but two are about women, written by men. Another woman who teaches Chaucer said that she used to just ask students "Do you think this writing is sexist?" Now she is more inclined to think it through, and not use anything she finds very sexist. A teacher of literature and music said that his course had a feminist focus, since he said he introduced a critique of the recurrent theme (in opera) of women being punished for trying to be free. However, none of the operas studied are by women. In a course on World War I Literature, the teacher reported that of course the subject matter itself precluded writing by women, though he has one story and a secondary reading of female autobiography. Similar statements were made by the teacher of West Indian literature, who said that he always tried to include the women poets, since that is principally what they have been involved in writing. In Introductory, Survey and Period courses, both male and female teachers reported trying to find some material that explores female realities, as in the plays "Antigone" or "A Doll's House", as well as trying to include some contemporary women's short fiction. A female teacher of Français said that she looked for material by women authors on relevant issues such as mother-daughter relationships.

A Humanities teacher of a course on Housing said that she uses a basic text written by a man, but she supplies the class with other articles written by women. Other Humanities teachers seemed to be using male-authored texts. In one case the teacher said she had to consider too many other issues to let gender be a concern, issues such as up-to-dateness, Canadian focus, reading accessibility, etc. A teacher of a Technology and Civilization course said that she had once used a reading by a feminist (Ursula Franklin) and found the students so negative about the reading, for a number of reasons including its feminist orientation, that she dropped it. She said that she critiqued bias in the readings, but did not balance the bias by selection. All the teachers of Philosophie commented that one of their problems with gender balance is the lack of female and feminist philosophers.

3. **Audio-Visual** Material

Most teachers said that the subject matter and quality of audio-visual material were more important than who had authored them. One Women's Studies Humanities teacher said that she uses almost entirely Studio D materials, however. The teacher of the gender-focused course uses a lot of film material and is very careful that it not be sexist, as the students see sexist films all the time. The teacher of Woman and Film chooses films about women produced by women and by men and is very conscious of gender issues in this area.

4. Pedagogical Methods and Student Tasks

a. Teacher Choices

With respect to pedagogical methods and student tasks, there were very different views on how these might relate to gender. Two teachers, one English and one Humanities, talked extensively about female confidence and the way in which they chose their pedagogy to enhance it. The English teacher said:

> The women find many of the old methods more uncomfortable, upsetting, intimidating. Everything I do to make them more comfortable is going to help a lot of the men, too, because there's obviously shyness, fear, lack of confidence among men as well.

This teacher places lack of confidence as the number one problem of her students, and says that increasing confidence helps student literacy as well. Her major method of dealing with confidence is dyadic work in the first part of the course and group work in the second. She said that she has tried to let the matter of student comfort change previous pedagogic and academic concerns. She described her own difficulty in letting go of control as very much related to the inhibitions instilled in her while growing up female in the 50s. "The best things happen in class when I feel it's okay to let go control of a whole bunch of things I thought I had to hang on to. If I let go, fascinating things happen. I don't have to know about them all."

The Humanities teacher said "I use this amazing hodge-podge....I sort of play with a lot of different things that I think about as ways of kind of allowing students to speak. I work very consciously on being relaxed in the classroom." Her major methods are as follows: getting to know all the student names and using them orally and in response to their writing; assigning journals, which she says allow her to get to know all her students really well and to personalize her connections with them; and dyadic work, which she says helps students help each other. The dyads are used mainly to help students pre-process material for assignments they write individually. They also all get to talk about the material.

Another English teacher said she thought her own gender rather determined her choice of pedagogy. "Women tend to be more democratic, not quite so used to playing the power role. I try to undercut the power role in my teaching." She uses methods such as the following: a question/answer box, which allows all students to ask whatever they want to know without exposing their ignorance; dyads for problem solving; and a method she calls "20 Questions," whereby each student must be prepared to lead the class in the discussion of one area of the material.

Two teachers, one English and the other Humanities, talked about using group work in a very different way. The English teacher said she never used partners because the students are too comfortable that way and don't get anything done. She said: "The tension of having to deal with more than one person that you are comfortable with stimulates students to think about the material." The contrast with the earlier attitudes to student comfort is notable here. The other teacher said she always tries to split up friends who come in together, though she says she sees it really makes them suffer. But she feels they can't work together. In group work, she tries to make sure groups are mixed as to gender because, she said:

> I'm always hoping in my Humanities class to encourage a dialogue between male and female students on gender issues. It's extremely difficult. And I figure it's easier if they're in a group where they can do that. But it so much has to do with something independent of the class, whether the individual is used to speaking, and some of the most spontaneous speakers can be very opposed to what's going on in the class and they will speak about it. And sometimes the ones who are the most interested in what we're talking about ... are the ones who have the most trouble.

She said she felt that there was always a power structure in each group, and that was a problem that can't be **dealt with**. Groups, in her Humanities Women's Studies class, are very important.

This same teacher felt, however, that she could not use groups as much in teaching English, since the reading level is such that she must guide them through the text. She spoke almost bitterly about the "discipline of English" that put "the text as the centre of the universe." She said she felt the concepts and practices of this discipline were very gender linked, that the academy is still very male dominated. "The student is beneath. And I'm in there too. I'm the old male English professor....There is a way in which we disempower students, with the competitiveness, the emphasis on grades, the power of the canon." She said she would like to teach English with a "we're all writers here approach - what kinds of choices has this writer made - but you can't do that because of their level."

A female Humanities teacher, talking about teaching a non-Women's Studies course, said that being part of Women's Studies had made her much more sensitive to the shyness of women, and that using groups in class was prompted by discussions of feminist pedagogy. "They do seem to learn from each other." She admitted she was more likely to lecture, and she critiqued what often happened. "I'm a bit too controlling. I drift into having a staged argument with one or two students in the class. I seem not to be good at getting honest discussion. When I see myself doing this (the staged argument), I see my father. It can degenerate into smart alecky kids taking over the class." Another Humanities teacher also critiqued her pedagogy, but her comments were that she simply discouraged discussion because she did not like the kinds of negative exchanges about women's issues that came up. She said that she basically lectured with slides, but for the final section of the course, students presented their own projects, and that went well and got them all involved.

Another female Humanities teacher talked about using a lot of hands-on work with easily managed computers in her Publishing course. Her reasons did have very much to do with gender: the women students tend to be less familiar with computers, more intimidated by them. She tried to get them accustomed to using the computers gradually. The same teacher said she did not like to use journals, because they irritated students, and she saw no need for free writing or group work. She described her pedagogy as a kind of provocative lecture-discussion method, in which she tries to pull each student into the discussion. She questions people, "picks on people", beginning with someone who likes to be in a controversial position, "such as a male in a Woman's Studies class", and then gradually drawing the others in.

None of the other teachers felt that their choice of pedagogy was related at any way to their gender or to that of their students.

b. Student Reactions to Pedagogy

All the teachers had much to say on the matter of student reaction to pedagogy, tasks and evaluation. Here we have categorized the areas for consideration into class discussion, small group discussion, oral presentations and writing.

i.Class discussion

In terms of student talk, there was disagreement about the patterns of behaviour. Two teachers, one male and one female, felt that the women students talked more, but they phrased it differently. One, a male, said that "the girls are more forthcoming in answering the questions in the bigger class discussions....In my classes it's the girls who are the big forthcomers ... and one or two very good boys but a larger number will be girls who are coming up with the answers." The other, who teaches the gender-focused class, said:

> With the exception of a couple that were quite outspoken and liked the material and were happy to talk and so on, the rest of the boys were very quiet. They did what they had to do ... but I sense that it's more difficult for young men at that age to deal with these issues. It's always my feeling that it makes them more uncomfortable than it does the girls. This whole course is about relationships, it's about gender roles, about sexuality, about all those things that girls at that age are sort of naturally or socialized to be more interested in.

Some of this is echoed in the comments of a male Philosophie teacher who said he had noticed that female students will risk talking about their feelings in class, while males will not, but he did not say females talked more.

Two female teachers were convinced that males talked more in the general class discussion. One spoke at some length about aggressive monopoly of class time and the demand males make in a Women's Studies class for attention, recognition and the chance to say "It's not my fault." This teacher agreed they needed to say that, but tries to get them to work that area through in the journal, because their talk can stop any progress through the material. The other teacher, also of Humanities, but teaching both Women's Studies and other areas of Humanities, said: "Men are much more willing to talk - even in a Women's Studies class - even when there are only two of them." She noted that women are much more willing to talk, and willing to be assertive in class discussion, when men are not there. This teacher uses the class discussion method almost exclusively, "picking on people" for argument and rebuttal, and she said that she knew her pedagogy appealed more to males.

ii. Small group discussion

In terms of group work, one teacher said that she always mixes the sexes because there is real gender difference when it comes to application to task. She said that too many women are too perfectionistic and want too much to do what the teacher wants, and too many men are just "not into it if it's an English task." If she puts them together, the girls keep the groups on task and the boys keep it from being too serious. Another teacher said he had noted that the males take equal part in the discussion of small groups, but are often reluctant to be the recorder or reporter. He said he often has to step in and tell one of the males to do these tasks.

iii.**Oral** reports

Not many teachers referred to oral reports, but those who did talked about shy students rather than one sex or the other. Two male teachers said they thought female students did better oral presentations. Two female teachers said they had noted a strong initial reluctance on the part of females, but that with reassurance they can do very well. One said she had begun to call these presentations "information sharing sessions" and that this had helped a lot. One male teacher has always offered the option for students to come to his office for compulsory orals because he himself remembers his own shyness in class. A teacher who uses what she calls "Round Tables," where about six students take charge of a section of the course, each read all the material but prepare a specific selection, and conduct a panel about the different works, said that shyness can be just as serious in males as in females. Another teacher said she felt shyness in males was more humiliating, because it was not part of the male mystique to be shy.

iv. Writing

In terms of writing, one teacher said that the women students got "more into" the reading log, cataloguing feelings and reactions more freely than males did. Another teacher who does not use journals said he was thinking of beginning to use them as "something the girls might like to do." A teacher who said that one of the flaws in student writing was the tendency to be "rhapsodic rather than analytical" said that women were more likely to fall into this error than males. He recognized the positive aspect of the emotional reaction, but in his courses this kind of writing is not required.

One teacher who makes use of a great number of feminist pedagogical strategies, such as journals and dyads and self-disclosure, drew the following conclusion:

> I don't know what I'd do if I had more male students, if you want to know the truth. I know that the men kind of blunder through these methods and sometimes they do very nicely. It isn't fair to say they don't work on men. If they don't work they don't work in the same sense that I've had male students who write wonderful journals and who are just great work-partners and who participate really well in all the things, but the thing about all of those systems is that they call upon students to participate in class, they don't allow for passivity, and if there are male students who feel defensive about the

> material and therefore don't want to participate, there's no way out for them. And so if they ever don't work it's usually with the men.

5. **Evaluation**

With respect to evaluation, most of the teachers agreed that males are more likely to express their dissatisfaction about marks as they are simply more likely to express dissatisfaction about anything. But several indicated that women students often are more mark conscious and can argue with women teachers quite fiercely over grades. One teacher said she thought that women students were "not as good at losing as men students. Men hang in - women must be winners. They've made an adaptation to a man's world and they can't let go. Men know more about losing, they don't like it but they can do it."

6. Reaction to Teacher's Gender

With respect to reaction to the teacher's gender, these teachers had various things to say. The teacher of the gender-focused English course said she thought that men were always afraid she was a "raving feminist" and that they wouldn't be able to express their thoughts. Her way of dealing with this fear is not to use the word feminist till the tenth week of the course. Another Women's studies teacher said the males were very flirtatious with her, and that she wondered what this was really all about, considering her age. A male teacher said that he "really had no idea" why his classes had a preponderance of female students. Another teacher said she thought students would take criticism a lot better from her if she were a male. Another teacher said she was aware of stereotyped expectations of what her interests and knowledge would be, and that she enjoyed disabusing students of these notions. Two female teachers, one of Philosophie and one of Humanities and English, were aware of being role models for the women students. The latter said she felt that sometimes this was a problem, as they found her a little overwhelming, hard to imagine living up to, and certainly "impossible to intimidate though they had expected to manipulate me because I was a woman teacher."

Three teachers spoke specifically of a "mission" with respect to gender.

> I teach literature because it is the part of me that is irrational. It is through literature that I understand the human being. I don't give a damn about the canon....This is gender-linked, I think. Because I am a woman I teach literature like that, rather than concentrating on the form, on structure, but rather the hidden agenda is what we are learning about ourselves. (Female teacher of English)

I would like to see my students leaving knowing they will read another book, having a well-rounded education of which English is an integral part, so that there is not quite as much gazing at navels as there was when they entered college, but a gaze directed at the world around them, seeing themselves connected to the world, recognizing themselves and others in fiction. Students should be able to express feelings in an intelligent way, to have the vocabulary, the enlarged capacity to think. Women students need this kind of education in order to make a life, not just a career, to be empowered to make their own choices, to be people, not just females. (Female English teacher)

I see my mission as trying to educate these young men with respect to sexual politics. I do this as subtly as possible. I understand the jocks in my class, I've seen them before, I've been there, they're my brothers. I'm completely determined by my place in the family, youngest in a family of males from a working class background. I'm the first one

> this has ever happened to in thousands of years... and I'm an immigrant, male, youngest. So it's not entirely gender, but defining gender differently than it has ever been for people of my background. (Male English teacher)

D. STAGED SURVEY OF STUDENT RESPONSES, H91

1. The Sample

In the tables and analysis that follow, we have worked with a total of 2170 student response units, that is, 2170 completed student questionnaires (Figure III.5). Though we were surveying only twenty-eight different core courses (Figure III.6), many of the teachers of these courses had several groups of students enroled in the same course, and asked all the students to participate. Additionally, it was our intention to survey each course on at least two occasions during the semester, so that we might ascertain whether different materials might produce significantly different responses. Though some teachers were unable to get more than one set of responses from their students, others did comply with our wishes, as will be seen in Figure III.6.

Both Figure III.5. and Figure III.6. indicate how small a percentage of the total is from the French sector, particularly in Français. This fact ought to be kept in mind not only as it indicates a continuing problem in the research, but as it may lead to certain questions as to the validity of the statistics for these French sector courses, especially Français.

FIGURE III.5. STUDENT RESPONSE UNITS. STAGED SURVEY.H91.

Gender	Eng.	Hum.	Fr.	Phil	Total
Females	608 58.9%	558 63.9%	13 39.4%	140 60.1%	1319 60.8%
Males	423 41.1%	315 36.1%	20 60.6%	93 39.9%	851 39.2%
Total n	1031	873	33	233	2170
Total n	47.5%	40.2%	1.5%	10.7%	

FIGURE III.6. STUDENT RESPONSE GROUPS. STAGED SURVEY. H91.

	Eng.		Hum.		Fr.		Phil.		Total
	F.	M.	F.	M.	F.	M.	F.	M.	
Courses n	11	3	10	0	0	1	2	1	28
Groups n	15	5	13	0	0	1	3	3	40
Sets n	30	5	27	0	0	1	4	3	70

F.= Female teacher M.= Male teacher

Course= Core course specifically designed by the teacher

Group= Section, class or group of students time-tabled together

Set= Full class response to questionnaire at one point in term

2. General Attitudes

The extent to which core courses are perceived as interesting, related to life, difficult, challenging and generally comfortable or uncomfortable seems to us to be significant enough to present all the data in Figures III.7 to 12 (Appendix 9). While student interest appears to be high, the relevance of these courses is not always perceived by the students. The low level of difficulty with which they also view their experience of core education might also make us question whether the very serious objectives of these teachers, as described in their interviews with us, are grasped by the students.

It is not easy to draw comparative conclusions from this data. Subject areas differ a good deal in the interest they spark in students, but they differ even more greatly in the extent to which students perceive their relation to life. Female teachers do seem to be more likely to create this sense of connection for their students. There is some slight tendency for males to respond better to males, and females to females, occasionally in the area of relation to life, but more especially in the lack of difficulty which students experience with these subjects. Male students who are challenged by males, however, sometimes become very uncomfortable. Female teachers seem able to create marginally higher levels of comfort in the classroom, with female students experiencing greater comfort than males.

3. Response to Pedagogy

Question 7 of the student response questionnaire reads as follows: "Of the following list of teaching methods/student tasks, please check off how you felt about each." The list includes class discussion, lectures, group projects, exams/tests, research papers, small group discussions, free writing, journals, oral presentations. Students were asked to rate each on a scale from "very positive" through "very negative' or "not applicable."

Figures III.13 through 21 provide a detailed percentage breakdown of the responses in these areas (Appendix 10). Overall, there appears to be less gender difference among students than among teachers, as the "Not applicable" column bears witness to student perceptions of male teachers concentrating their pedagogy on a much smaller range of options than female teachers. Student responses tend to vary much more widely according to subject and teacher gender than according to student gender.

Both lectures and class discussion are perceived to be widely used by teachers, and both are rated quite highly, though there are marginally more negative ratings for the lecture method. Male teachers are rated slightly more favourably for their use of class discussion. Female students are more favourably disposed toward lectures than are males.

Group projects, small groups discussions, free writing and journals are favourably rated by both male and female students. However, it is difficult to feel comfortable about these statistics, since so many teachers, especially males, do not use them. If students enter a response in the "Not applicable" column, it is impossible to know what they feel about the strategy. Exams/tests, research papers and oral presentations also seem to be somewhat sparingly used, but here we do see some gender difference in response, with females slightly more favourable about both than are males. This gender difference suggests some greater willingness among female students to engage in serious performance tasks in core courses and to feel more positively about them. This trend echoes some of the gender differences outlined in Chapter II.

There is a distinct gender difference in the way in which students make use of the "Not applicable" column, with females much more likely to indicate that a teacher has not made use of the strategy. Given the teacher descriptions of female students as more attentive to course objectives and more exigent with themselves in the fulfilment of tasks (see Chapter II), we are inclined to trust the female students here.

4. Response to Specific Courses

Matching student responses to specific courses has allowed us to study responses to specific readings, particular genres, different historical periods. Often, however, even where teachers asked their classes to fill out the questionnaires for different parts of the course, we were unable to interpret changing patterns of response because of lack of precise information about readings.

Careful study of this material has led us to categorize the courses into seven different groups about which we have been able to establish certain common features, and within which notable differences have been instructive. These groups are as follows:

a. Literature (English and Français) taught by men
b. Literature (English) taught by women
c. Women's Studies literature taught by women
d. English skill courses taught by women (for remedial or as service to remedial students)
e. Humanities taught by women
f. Women's Studies Humanities taught by women.
g. Philosophie taught by women and men

a. Literature (English and Français) Taught by Men

In this category, we have placed five courses: a course in Utopian literature, one in West Indian literature, one in literature and music, one in World War I literature, and a course in poésie. In none of these courses were we able to compare student responses to specific works within a course, and we therefore comment on student reaction to the type of subject matter taught by these male teachers.

Notable throughout this category is the high level of interest felt by all students. In the World War I course, the reading was rated as interesting as the subject; this equally high level of interest was also true in literature and music and in the West Indian literature course. In the course on Utopian literature, readings were less interesting to students than the subject itself, and in poésie, female students were more interested in the readings than in the subject, while the male students were more interested in the subject than the readings.

Relation to life was not very highly rated for any of these courses. Female students in the Utopian literature course saw subject matter as three times more highly related to life than did the males. The literature and music course was not seen as much related to life by either males or females, but here too female ratings were higher. World War I literature seems even more remote from life, but males saw a greater relation to life than did females. Poésie was viewed as more highly related to life than all the other courses in this group; we would have liked to know what poems were taught, and how these students were made to feel their study was relevant to their lives. The West Indian literature course, on the other hand, might have been predicted to create a greater sense of connection to life, particularly at a Cegep where West Indian students might elect to study this material. The figures here were not outstandingly low, but were not as high as one might have predicted. Here it might have been interesting to know the ethnic and racial identity of answering students, and to what extent this became a factor.

In all but the literature and music course, the views of male students were more highly challenged by these courses than the females'. Of those challenged, males were more uncomfortable in literature and music and utopian literature. Females were more uncomfortable in poésie. In the other two courses, an equal number of male and female students reported being uncomfortable with the challenge to their views.

b. Literature (English) Taught by Women

In this category of English literature courses taught by females, we have placed a course in Canadian literature, a course in satire, a course on the theme of success in the American novel and a course in the history of the novel.

Female students were generally more interested than males in both the subject matter and the readings in Canadian literature and in the American novel. This interest differential was more marked in the American course, and also changed more in it: at the end of the course, male interest in readings recovered significantly. Here we would have wished to be more certain what was being read, but the novelists whom we tentatively pinpointed as being studied in the two survey periods were Edith Wharton (when male interest was lower) and Tom Wolfe (when male interest was higher). Interest levels were very high in all six sets of responses from the satire course: male interest levels were much higher than the norm in courses taught by female teachers, and were occasionally higher than those of the female students. In the novel history course, we were able to compare student responses to Great Expectations by Charles Dickens on the one hand and The Colour Purple by Alice Walker on the other. Student interest in the latter female-authored, female-centred work was high, slightly higher for female students. Interest levels declared by both males and females on both subject matter and readings were low with respect to Great Expectations, much lower than global norms, no doubt due to its nineteenth century focus. However, interest in the Dickens novel was higher for males than females, perhaps due to male authorship and young male hero.

Both the Canadian and American literature courses appeared to have a rather low relation to life for all students, throughout the duration of the course, lower than the global norm. In the Canadian literature course, however, males tended to see more relation to life in the reading matter than did the females. The final submission from the American course showed a slight increase in relation to life for all students.As with the interest of male students noted above, this change might be connected to more contemporary reading material. In the satire course as well, more contemporary material was seen as more related to life, as students rated James Thurber as more relevant to them than Swift or Hogarth. Great Expectations was seen as very little related to life, and students expressed great difficulty in coping with it; The Colour Purple was seen as much more relevant, especially by the female students; the variation from group to group, however, makes us curious about the ethnic and racial composition of the students reporting.

Levels of challenge vary considerably, with discomfort levels frequently but not always rising in relation to the increase in challenge. Males appeared to be more challenged by and more uncomfortable reading works by female authors such as Edith Wharton and Alice Walker, though the connection between the challenge and the discomfort was not always clear. Though Hogarth was not universally seen as challenging, studying these engravings appeared to create very high levels of discomfort.

c. Women's Studies Literature Taught by Women

Here we can compare a course in Women in the Theatre, a course in Canadian fiction by women, and a course called History/Herstory which studies gender directly through the writings of men and women. Since these courses are all identified as Women's Studies credits, it seemed appropriate to look at them together.

In the theatre course, the two readings the students responded to were "As You Like It" by William Shakespeare and "A Doll's House" by Henrik Ibsen. Interest levels in both these plays was high. The Canadian fiction course provided us with two reportings, but without clear identification as to what was being read at each reporting. It is likely, however, that chronology would be followed, in which case the second report would concern more contemporary material. This change in material, whatever it was, translated itself into slight decrease in interest among the females and increase among the males. History/Herstory allows us a glimpse at a course that deals directly with gender and makes a conscious attempt to balance the focus evenly between the study of women and the study of men. Though it is designated as a Women's Studies course and therefore attracts few males, the reactions of males to it are important to note. This course rates as 100% interesting to both sexes, whatever the focus of the reading.

Neither of the plays in the theatre course ranked very highly as being related to life, considering global norms, but neither was ranked as very low. Relation to life was lower for females for Shakespeare, higher for males, whereas the opposite was true with Ibsen: once again we note the tendency for male students to find relevance in male-centred texts, females to find relevance in female-centred texts. Students found the more contemporary material toward the end of the Canadian literature course as more related to life. The level of relation to life in History/Herstory is high, but slightly higher where the readings are focused on the gender of the students reporting.

Levels of challenge were higher in the study of Shakespeare for students of both sexes, but there were remarkably high levels of comfort in this class throughout the semester. Levels of challenge in Canadian literature went up for females and down for males, with discomfort levels for males decreasing with decreased challenge. Women's levels of challenge are high throughout the History/Herstory course, while males, though highly challenged by the whole course, are much more highly challenged by the material on masculinity. Males are slightly more uncomfortable with women's material, and women are slightly more uncomfortable with men's, but female students are much more comfortable with the challenges of this course than are the males: male discomfort levels are not higher than the global norm, but they are higher than females'.

d. English Skill Courses Taught by Women

These courses include a Prep Arts course, a reading course and a writing course, all for remedial students, plus a tutoring course in which the students are trained to help other students in many different subjects. They therefore focus less upon literature than the courses previously dealt with, and include more transactional reading material and more focus upon skill development.

The Prep Arts class showed a startling difference between the two submissions, one in March including a report on the study of poetry, and one in May designated as "not including poetry." Interest levels are much higher in the first submission, especially for females. The reading course also shows a marked drop in interest in reading material, as both female and male interest levels drop. The first reading, which seemed to spark more interest, was Somebody Else's Kids, a true account of a teacher's experience working with very challenging and troubled special education children. The second, which seemed to spark less, was The Princess Bride, a satirical novel which plays with reader expectations, especially expectations for a happy ending. The Writing Across the Curriculum course provided us with two reportings which were very different, but without more precise information we cannot make a meaningful interpretation. We would like to note, however, that in this course, the level of interest rose, rather than dropping: we think this significant, in that it might be easy to assume that remedial courses simply lose students because of the kind of students who are in the class. The Tutoring course showed a high level of interest in subject matter for the first submission early in March and then dropped by the end of the month. The interest in reading material was never outstandingly high.

Relation to life drops in the Prep Arts course, the reading course and the Writing Across the Curriculum course, though the latter showed much higher relation to life figures than did the first two courses. Female students saw the Tutoring course as 100% related to their lives for both response periods, and male reports on relation to life rose from a third of that of the females to half that of the females.

Levels of challenge rise only marginally in the Prep Arts course, though the students appeared to be having difficulty with term papers in the second reporting, where male students were more uncomfortable than females. The reading course showed a remarkably low level of challenge for males but rose for females, and discomfort levels hovered at the global norm. In the Writing Across the Curriculum course, the level of challenge rose with the interest of readings, and discomfort levels decreased slightly. The level of challenge dropped remarkably in the tutoring course, a fact we cannot account for in any way; the level of comfort was very high throughout for all students.

e. Humanities Taught by Women

Humanities courses taught by females which were not related to **Women's Studies** included a course on Technology and Civilization, one on Housing, one on Printing and Publishing, and one on the Mass Media. It is the interest and involvement of male students that is most notable in all these courses.

Technology and Civilization **is** a course of particular interest to male students: their interest was higher than that of the females at **most** points. This is quite different from the global norm. In the Housing course, students reported higher levels of interest in the subject than the readings, with males reporting much higher levels than females. The Mass Media course, like the **Technology and Civilization course, is of higher interest to males than** to females. Interest in readings was low, but again, men were more interested. Though interest in the subject matter of Printing and Publishing began high, it slipped significantly during the semester. Interest in the readings varied greatly over the semester: it would have been useful to know what students were reading at precise points.

Males tended to see all these courses as more related to life than did the females. Male students reported increasing levels of challenge in both the Technology and Housing course. Female students were more uncomfortable in the Technology course than were the males. Discomfort level in the Housing course was low for all. Both challenge and discomfort levels were about average for both sexes in the Mass media course. Challenge was low in the Printing and Publishing course, while discomfort levels rose for all students.

f. Women' Studies Humanities Taught by Women

The Women's Studies Humanities courses were remarkably similar to one another in objectives and design, and particular readings were not matched with report periods for any of them. Since it was so difficult to distinguish among them, analyzing them as a group appeared to be most effective. Though there was not, as will be seen, much gender difference in the overall attitude to these courses, it must be noted that in most instances, males constituted a very small proportion of the population.

All but one of these courses proved to be remarkably interesting to both males and females, in terms of both subject matter and course readings. In one of the courses, however, Women - Past, Present, and Future, reading material was **less** interesting to students than in the other courses. Students in this course also reported a very erratic sense of these readings' relation to their lives: something about these readings obviously bears further scrutiny: one was a novel (The Handmaid's Tale); we suspect this selection to have been more captivating than the course text Changing Patterns, but these reports do not make it clear. Readings in the Women and Culture course also provoked low response in terms of relation to life, particularly from males. Both women and men students reported being challenged by these courses, however; the percentage level for both sexes was higher than the global norm, and men in several instances reported 100% challenge. In individual classes, males might report higher challenge than females at one point, only to have the ratio change at a later point. Comfort levels were quite high, with slightly more discomfort at challenge reported for males.

g. Philosophie Taught by Men and Women

Though these three Philosophie courses were all entitled L'Être Humain, the two taught by women very much resembled, in terms of both objectives and reading matter, the Women's Studies courses reported upon above. Since we did not get the course description for the course taught by the male teacher, and since the course reports all came from the conclusion of the semester without identification as to reading matter, the exact nature of this course is not known to us. It seemed interesting, however, especially at the conclusion of this section on specific courses, to compare student responses to these three courses.

In one of the female teacher's classes, interest was high for both males and females in both subject matter and readings, though the interest in readings was not as high as for the subject, and dropped slightly for males. In the other course taught by the female teacher, only half the males showed any interest, though female interest was high. In two out of three of the sections taught by the male Philosophie teacher, males were marginally more interested in both subject and readings than were females. General interest levels were not quite as high as in the other Philosophie courses, nor in the Humanities courses described above.

In the first female-taught course described above, students' sense of the relation of material to their lives increased for both males and females; in the second, this sense of relevance decreased. In both instances, it was greater for females than for males. Relation to life was seen as quite low by females in the male-taught class; male interest was about average. Levels of challenge tended to rise in all these courses, with females more challenged than males. Males were more uncomfortable with the female teachers, whereas female students were more uncomfortable with the male.

8. Concluding Remarks

A few overall conclusions can be drawn from this analysis.

- It appears that the selection of texts is very important for creating interest among students, and for creating courses which appear connected to their lives.
- It also appears that students tend to be more interested in readings that are more contemporary; they certainly view more contemporary literature as more related to their lives.
- Books about males are more likely to interest males and books

about females are more likely to interest females, but a challenging text of a contemporary nature can interest either sex.

- Impersonal subjects such as technology, mass media and publishing are more likely to interest male students than female students.

- Though there is some evidence that students would rather read literature than transactional writing, any writings which bring up gender issues tend to spark interest in both males and females.

-It is difficult for males to see the connection between women's studies and their lives, but females see the connection between men's studies and their lives.

- Challenge to student views seems to be highest in gender-related courses, yet these are the courses where, on the whole, there is the least discomfort.

E. TEACHER'S OBSERVATION QUESTIONNAIRES

1. General Remarks

The teachers who participated in this phase of the project were asked to fill out an observation questionnaire each time they collected a set of student responses in any given class. These questionnaires were to be used for two purposes: the first, to see if teacher attitudes differed by gender and with regard to the gender of their students; the second, to see if teachers and students were in accord about the experiences in these classes. particularly with respect to pedagogy and student tasks. As will be seen in Figure III. 22. most of the twenty teachers who submitted their questionnaires to us provided us with two reportings on these classes. and this is the data that appears in Figures III.24 to 32 (Appendix 11).

FIGURE III.22. TEACHER OBSERVATION QUESTIONNAIRES. H91.
20 TEACHERS REPORTING ON 39 CLASSES

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Number of Teachers Reporting	7	2	7	-	-	1	2	1
Number of Classes Reported	14	3	15	-	-	1	3	3

F.= Female teacher M.= Male teacher

2. Discipline

Given the startling data on discipline problems which we uncovered in the initial questionnaire (see Chapter II). we wished to determine if these particular teachers had experienced difficulty in this regard. Table III.23 shows the specific breakdown of answers to the question: "Did you experience disciplinary problems with males and/or females?" Though the answer format was somewhat different than in the initial questionnaire. we can nevertheless observe that these teachers experience fewer difficulties than the larger group whose responses are recorded in Figure II.11. There is only a marginal difference here between the incidence of discipline problems experienced with male students and those experienced with female students; here, **too**, male students do give teachers more problems, but not nearly to the extent that we uncovered in A90 in our more general survey. We note also that it is the female teachers who state most frequently that they never have discipline problems: none of the male teachers tell us this.

In another question, answered by so few teachers that tables seem inappropriate, five women and no men did tell us that they found male student discipline problems more difficult to deal with than those with female students, while six respondents told us that male and female discipline problems presented equal difficulty.

Clearly, then, it is not so much the frequency of male discipline problems that these women teachers have difficulty with, but the nature of these problems, perhaps the gender dynamics between them and these male students. This does rejoin the material in Chapter II. Some of the other data here does, however, incline us to think that this smaller sample of teachers, sufficiently interested in the issues of gender fairness in the classroom to conduct rather time-consuming surveys for us, have less difficulty with their students than a larger more general group of core teachers.

FIGURE III.23. TEACHER EXPERIENCE OF DISCIPLINE PROBLEMS. H91.

Question: Did you experience disciplinary problems [in this class] with males and/or females?

Incidence	English		Humanities		French		Philo	
	F	M.	F.	M.	F.	M.	F.	M.
Often Boys	7.7%							
Girls								
Sometimes Boys	15.4%	100%	7.2%			33.3%		
Girls	23.1%	100%						
Rarely Boys	7.7%		57.1%			66.7%	66.7%	
Girls	7.7%		69.3%			100%	33.3%	
Never Boys	69.2%		35.7%				33.3%	
Girls	69.2%		30.7%				66.7%	

F.= Female teacher M.= Male teacher
Boys= Male students Girls= Female students

In their anecdotal responses, two respondents, one male and one female, indicate as in Chapter II that women can become disruptive when they persist in chatting together during class. It is more difficult to get a disruptive group of women to be quiet than to quiet the men, indicates the male respondent, but then he wonders if this may be because he is more blunt in his responses to males. A Humanities teacher in a "women's course" reported that the men were quite resistant to the course material and **sullen** in **class**.

3. Teacher Estimation of Student Response to Pedagogy and Student Tasks

Question 5 of the Teacher's Observation Questionnaire asked the teachers to indicate whether they used specific strategies in their teaching and, if so, how they perceived student response by gender. Figures III.24 to 32 provide specific details as to whether these teachers made use of class discussions, lectures, group projects, exams/tests, research papers, small group discussions, free writing, journals and oral presentations; these figures also give teachers' estimations of student response percentages, from very positive to very negative (Appendix 11).

On the whole, women teachers found class discussion very positive or positive for both male and female students but slightly more positive for females. Men teachers found class discussion worked more for women in the very positive and positive categories than for men. Neither male nor female teachers found lectures very positive for either gender. However, there was a great difference in how teachers perceived the students' responses. It would seem that men are simply more comfortable with the lecture style than women are, and they perceive positive responses from their students, while women teachers seem not to be convinced that they can elicit positive responses to lectures from either gender.

Group projects, free writing and journals were reported as not being widely used. Women teachers report group projects as equally very positive for male and female students; men teachers regard group projects as much more positive for women than for men. Free writing, on the other hand, is seen by the men as equally positive for male and female students, whereas the women teachers perceive female students as more likely to find free writing positive and very positive. Journals tended to elicit the same response, with male teachers perceiving equal responses on the part of the students, and female teachers seeing men students as marginally more negative.

With respect to exams/tests and research papers, neither men nor women teachers saw their students as very positive about these tasks. However, there is a definite agreement here that male students are less likely to be positive, more likely to be neutral. Women teachers felt that oral presentations tended to elicit positive or very positive responses from both genders, whereas male teachers felt that only the female students were positive about oral reports.

4. Teacher Attitudes and Comments

When asked whether the process of participating in this phase of the research had altered anything in the course or their attitudes to it, very few (4% of the women) said that the experience had any great effect. However, half of the women and two thirds of the men said that their attitudes had been altered by their participation. The comments which follow eloquently illustrate some of the changes which the teachers began to feel.

a. English Teachers:

(i) **Course: West Indian Literature:** I have never used group projects, free writing or journals in my courses. but probably because I kept seeing them on the sheet, I have started talking to a few teachers about their use of these approaches and what they see as the benefits and disadvantages. if any....I think my recent curiosity about group projects, free writing and journals relates to my involvement in the project. Part of my curiosity relates to the question of whether or not any of the three provides more of an outlet for one group of the other.... I find, too, that the emphasis of the questionnaire on male/female distinctions has forced me to a more conscious recognition of the need to take those realities into consideration in shaping and teaching courses.

(ii) **Course: Writing Across the Curriculum.** I learned male students in remedial writing courses *do* cause more discipline problems than females. I am convinced that gender differences show up more in remedial courses than in ordinary literature courses.

(iii) **Course: The Novel**. I am not aware of any gender differences in attitudes or grades in this course. ..I'm surprised to see how little difference there seems to be in marks and failures/dropouts.

(iv) **Course: Dreams, Illusions and Reality (Canadian Literature by Women)**. I am rethinking group projects which in the past have not been entirely successful.

(v) **Course: Satire in Literature and Art.** I've been looking for more opportunities to introduce group work: bonuses for working in twos to improve papers, larger groups for informal discussions and for the generation of topics for essays and for exams.

(vi) **Course: World Literature (Preparatory Arts).** It's made me more aware of my own biases. I've been influenced to accept male-oriented attitudes and they are not always easy to uncover or to shed once they are discovered. The awareness will continue to affect my teaching indefinitely. The process (on me: in me?) is developmental and creative. Also a good deterrent to burnout!

(vii) **Course: Canadian Literature.** I became more conscious of the whole issue of gender - fair education, especially after our meeting at Dawson and I addressed the topic directly in one or two classes during my discussions of novels.

(viii) **Course: Women and Theatre**. It made me aware, by reading the students' responses, that many were not clear what we were doing. This is disturbing. I will make the range of assignments clearer next term.

(ix) **Course: History/Herstory**: 9 males and 28 females enroled. Because the males are always so outnumbered in this class, they tend to be less vocal as a rule, with one or two exceptions. Females tend to be more interested in the subject matter. Males find some of it threatening. On the whole, I think both sexes respond favourably to the course, but females more so.

b. Humanities Teachers

(i) **Course: Women and Film**: I

am careful what I say, how I say it, trying to articulate ideas as fully as possible, trying to be as illustrative as possible given the nature of the course and the actual films under study.

(ii) **Course: Women and Culture:** More conscious of gender-specific attitudes, differences, (needs?).

(iii) **Course: Women - Past, Present & Future**. I try to be aware of attitudes as much as possible already. (This person reported that she had "not been influenced at all" by participation in the project.)

(iv) **Course: Technology and Civilization**. It has made me conscious that there may be differences in approach that work with one group or another. I became aware that there were tremendous differences within each gender group... I am curious to know why proportionately fewer girls enrol in Technology and Civilization, but I can guess why. The ones who do seem to be better than average students.

(v) **Course: About Women.** I think it has pushed me further in the direction of attempting to honour individual differences in the classroom while focusing on gender differences. Hence, I am introducing readings which speak to ethnic differences. I also find myself looking more at introducing some space for the male feminist voice in my readings.... I want to stress that men are not well represented in this class, and that my comments on gender differences have to be read within this context. Specifically there were four men in the class, one of whom was very uninvolved in the material as far as I could tell.

(vi) **Course: Housing**. More conscious of trying to define whether there's a difference in gender response. I really find it's hard to say that there is, in this particular course.

(vii) **Course: Women Through Men's Eyes**. Although I only participated towards the end of the semester, it made me more aware of how the class was reacting to its different activities.

c. Philosophie

Conceptions de l'être

humain: [le 29 avril 1991] Je devrais peut-être être plus attentif à cela mais pour le moment je ne vois pas de différence marqué entre les filles et les gars dans leurs attitudes ou leurs résultats.

[le 30 avril 1991] Je 'commence' à remarquer certaines différences générales la plupart des gars sont assis en arrière.

[le 3 mai 1991] Je commence a être attentif à cette différence dans leur attitude à mon égard, dans la façon d'entrer en rapport.

F. COMPARISON OF TEACHER AND STUDENT DATA ON RESPONSE TO PEDAGOGY

Comparing Figures III.13 -21 (Appendix 10) with Figures III.24 - 32 (Appendix 11) allows us to examine some of the similarities and differences between the ways which teachers and students viewed the learning experience of these particular courses. Some teachers are clearly much more sensitive to student response and make much closer estimations of student attitude than others, but nowhere do we find very exact correlations between these tables. The pattern, in general, seems to be that teachers tend to miss the full range of attitudes that exist in a class at any given time, sometimes underestimating the positive reaction they may be eliciting, with lectures, for instance, but more often underestimating the number of neutral and negative students in the class, as in the case of group projects. There is also a tendency for all teachers to estimate greater gender difference in attitude than there actually appears to be; this kind of error shows up most clearly as teachers estimate much more negative male reaction to research papers, a trend unsubstantiated by the student figures.

Within this general pattern, we may also note some gender differences in the ways in which teachers either capture or fail to capture student responses. Female English teachers tend to underestimate very positive responses, whereas male English teachers overestimate positive response. Male French teachers frequently also overestimate positive and very positive response. Oddly enough, the opposite is true in Philosophie, where the female teachers very much overestimate very positive response, whereas the male teachers rarely use this very positive category, especially for male students who, in fact, constitute a higher percent of very positive students when this subject is taught by a male.

The greatest overall teacher error appears to be in interpreting student response to exams/tests on the one hand and small group discussions on the other. Most teachers assume much greater negativity regarding exams/tests than there actually is, and much more positive reaction to group discussions than the students report.

In general, teachers are not entirely aware of how students feel about either the classroom pedagogy or the tasks they are assigned. Teachers make certain erroneous assumptions about male and female difference, perhaps based upon differences in deportment rather than in genuine response. Teachers also seem genuinely to misread the signals in some cases and perhaps therefore fail to scrutinize their practices as they ought to do.

One obvious conclusion is that better communication flow between students and teachers would be desirable. The fact that a large percentage of the teaching population surveyed do not make much use of expressive, individualized and student-centred forms of communication such as free writing and journals might suggest that the remedy lies quite close to hand.

G. BRIEF COMPARISON OF TEACHER COMMENTARY WITH STUDENT RESPONSE TO SPECIFIC COURSES

When we consider the teacher commentary in E.4.a - c. in light of the discussion of specific courses in D.4.a - h., we observe teachers grappling with gender differences which they do not always see as clearly as they might.

Though the teacher of Writing Across the Curriculum speaks of the striking way in which gender differences in behaviour exhibit themselves in remedial courses, both males and females find her course interesting and relevant to their lives. The teacher of History/Herstory speaks of females as more interested and responding more favourably, yet the student data shows this not to be true. The Philosophie teacher begins to see gender differences and focuses on males sitting in the back rows, yet the male students in this class report greater interest and sense of relevance than the females. In all these cases, we see teachers drawing certain conclusions on the basis of a negative male deportment that seems to be at least somewhat contradicted by the male students themselves. The continuing theme of difficulty with male students in core courses is obviously complicated by communication factors which require serious consideration.

Some teachers are clearly missing important signals about their courses. The teacher of The Novel course seems unaware of the extent of the gender difference in attitude to modern and contemporary novels by male and female authors. The teacher of Women - Past, Present & Future expresses confidence in her awareness of student attitudes, yet the erratic pattern of student response reported suggests difficulties which might bear serious scrutiny.

Other teachers have obviously learned a great deal from the survey. The teacher of West Indian literature has become conscious of how much pedagogical variety he has left out of his teaching. The teacher of Technology and Civilization has a very sharp awareness of the reported gender differences in attitude to her course. The teacher of Women and Theatre has actually examined the questionnaire responses for levels of difficulty and is thinking through ways to make her range of tasks clearer.

H. CONCLUSIONS

Since we have included concluding commentary to each of the major entries of this chapter, we restrict ourselves to those issues which have bearing for the final phase of the project.

Both the student response and teacher concerns about core courses which we have documented in this study have underlined for us the importance of gender issues in creating relevance, challenge, comfort and communication. Wherever gender is foregrounded in core courses, relevance to life rises, especially for women; where masculinity is given attention equal to women's issues, the course becomes exceptionally relevant for males. Finding the appropriate readings and pedagogy is obviously very important in creating these situations of relevance and connection. Challenge also goes hand in hand with gender issues, and high levels of comfort are not impossible in classes where these matters are dealt with by teachers who are sensitized to gender dynamics in the classroom.

All teachers need to open further channels of communication with their students. The pedagogical means of doing so seem to be available for them, but they do not often put these methods to work. Looked at in some ways, the data tells a story of teachers and students cut off from one another by various forms of gender politics and confusion, as women teachers struggle to reach males

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who are not, perhaps, as unreachable as they seem, and male teachers, in general, tend to ignore the difficulties altogether. The complications are many, but the route seems clear: if gender becomes a central issue in the classroom, core courses will gain in stature and relevance, and the barriers to student teacher communication can become a meaningful part of the curriculum.

Besides helping us develop our Model for teachers in these ways, studying the student responses and teacher commentary has helped us isolate some of the student attitudes we wish to focus upon in our questionnaire. The many discrepancies between what teachers interpret from their students' behaviour and what the students report of themselves makes it imperative to hear from these students about their general attitudes to education, and whether these attitudes are subject to change. The range of student response to tasks such as group projects and small group discussions highlights the need to discover how students feel about one another in terms of gender, race, class and sexual orientation, and whether these views too can be altered in a gender-fair classroom. The different ways in which these particular teachers experience male discipline problems underlines for us the need to find out from the students themselves how differently they feel about male and female teachers, and whether these attitudes can be changed by a semester discussing gender attitudes.

How the students see themselves is the untold story in this particular survey. Since the gender-fair course will call upon the self and its social situation as the staring point (see Chapter I). some self-reflective process will need to be recorded. Our data here suggests that teachers can be highly sensitive to what is going on in general. but miss important aspects of the situation which are either not communicated to them, or communicated in such a way that they can easily be misinterpreted. The questionnaire to be used in the final part of the project must be designed in such a way as to pick up such self-reflection and to measure change.

CHAPTER 1V

METHODOLOGY AND RESEARCH DESIGN FOR THE EXPERIMENT

The overall hypothesis of this research is that the formulation of a model for gender-fair education in English, Français, Humanities and Philosophie will assist teachers in offering courses congruent with the goals of sexual equality, and that the application of this model will broaden students' awareness of gender-related issues. Two sets of inter-related activities are involved in the testing of such a hypothesis.

The first set of activities involves the Model. The Model must be created, explained to teachers committed to offering gender-fair courses in these core disciplines, and utilized by these teachers in the design of their particular offerings. These specific course descriptions must be collected and screened for congruence with the Model. Since the overall objective is to perfect the Model for future use within the Cegep, the experience of these teachers in the gender-fair project must be carefully observed and monitored. Discussions with teachers during the experimental semester and in formal interviews after the semester must be part of the research process.

The second set of activities involves the measurement of student attitudes. An attitudinal test must be created and validated; control and experimental groups must be selected for the experimental semester; teachers must administer pre- and post-semester tests to these groups; test results must be examined for significant differences between experimental and control sections, controlling for student gender, teacher gender, and language. Secondary variables such as student age, ethnicity, and socio-economic level should also be available for analysis.

A. CREATING AND IMPLEMENTING THE MODEL

The Model for Gender-Fair Education for use in the experiment was designed to accommodate and reflect the research described in Chapters I to III. The final version of this Model is to be found in Appendices 12-15, but it must be noted that these include final revisions of the original, tested in A92. By March, 1992, the Model, which we called at that time "The Teachers' Kit," included an introduction to the project, an outline of teacher responsibilities, a step-by-step guide for designing the content and pedagogy of gender-fair courses, three teacher exercises to assist in this process, an overview of theory and praxis entitled Gender Fairness in the Classroom by Fran Davis and Greta Hofmann Nemiroff, a summary of the results of the survey of student attitudes H91, a selected annotated bibliography, and a description of feminist pedagogical strategies reprinted from A Practical Assessment of Feminist Pedagogy by Fran Davis, Arlène Steiger and Karen Tennenhouse. Both an English and French language version of this Teachers' Kit were prepared.

Teachers of English and Humanities interested in participating in this final phase of the project were invited to attend a workshop on March 23, 1992 at Dawson College. Teachers unable to attend at this time were invited to attend a similar workshop at Vanier College April 13, 1992. At these meetings, the researchers presented an overview of teacher responsibilities and invited discussion about teacher objectives and concerns. Each teacher was presented with a Kit and asked to submit a detailed gender-fair course outline by June 1. A final orientation took place June 8 and teachers were able to exchange course descriptions and phone numbers, as well as to discuss further concerns. Course proposals were all designed to conform as closely as possible to the Model.

A meeting with the teachers of Français and Philosophie was organized for April 20, 1992, at Dawson College. Further meetings with these teachers from the French sector were arranged individually at the convenience of those interested. It must be noted again, however, that these arrangements were beset with difficulty, and several teachers agreed to participate and then did not follow up with agreement to meet with us or to submit course proposals. In some cases changes in course readings were made after acceptance into the project, so that not all these course proposals were completely congruent with the Model.

Figure IV.1 shows the exact Project A92 breakdown of experimental and control teacher participants by gender and discipline. It will be noted that some teachers who participated in the initial stages (see first column) later withdrew from the project. Total numbers of participants (third column) includes those who began to work with us as well as those who provided us with full involvement. Those who involved themselves from start to finish are enumerated in the central column. Notable is how much more representative is the selection of participants from the English sector, both with respect to subject area and gender. Though great efforts were made, as described at various other points in this report, to involve participants from the French sector, we began the experiment with a low representation of male participants and concluded with none at all. This became a highly complicating factor in the analysis of attitudinal data, as will be seen in Chapter V. It should also be remembered that only one section of Français was ultimately included in the experiment, and that there was no control for this section (see below, B.2).

FIGURE 1V.1 TEACHER PARTICIPANTS IN A92 GENDER-FAIR EXPERIMENT

Subject and Gender	Participation		
	Partial	Full	Total
Eng.Exp.Female	1	3	4
Male	0	3	3
Hum.Exp.Female	1	2	3
Male	2	1	3
Fr.Exp.Female	1	1	2
Male	0	0	0
Phil.Exp.Female	0	3	3
Male	1	0	1

FIGURE IV.2. GENDER ISSUES IN COURSE DESCRIPTIONS, A92.

Gender Issues:	# Eng. F.	M.	# Hum F.	M.	# Fr. F.	M.	# Phil. F.	M.	Tot.%
Dealt with in Objectives/ Methodology	3	4	2	1	1	–	2	–	86 %
Gender balance in readings	2	1	1	0	0	–	0	–	29 %
More but not all male authors	0	3	0	0	0	–	0	–	21 %
More but not all female authors	0	0	0	0	0	–	0	–	0 %
All male authors	1	0	0	1	0	–	3	–	50 %
All female authors	0	0	1	0	1	–	0	–	14 %
Authors not specified	0	0	0	0	0	–	0	–	0 %

M.= Male teacher F. Female teacher

Figure IV.2. presents an analysis of the course descriptions according to the same criteria as used in the Survey of Possible Participants of H92 (See Figure III.3.) It will be noted that gender issues are specified in all but two (86%) of the course descriptions, compared with 42.3% in the H92 Survey. Only the two course descriptions which were submitted late did not specify gender awareness as one of the course objectives. Gender balance in readings is also more than doubled, from 11.5% to 29%. "More but not all male authors" stands at a very similar level: 19.2% in H92 and 21% in A92. "More but not all female authors" appeared in 7.6% of the courses in H92, but stand in A92 at 0%. Unfortunately, the incidence of all male authorship is actually higher here than in H92: 50% in A92 compared to 34.6% in H92. Again, the late submitted course descriptions took us by surprise in this regard. All female authors were used in H92 by 11.5%, whereas 14% of these teachers list them here. This matter of gender balance among the authors of selected readings is discussed in greater detail in Chapter VI, where we describe how teachers tried to deal with their listed choices in gender-fair ways, by bringing in extra readings, critiquing male-only perspectives and making use of male and female student-authored texts.

B. TESTING THE MODEL

1. Creating and Validating the Test

Extensive study of standardized student attitude tests failed to uncover an instrument for measuring the range of student attitudes which are pertinent to gender awareness in a heterogeneous post-secondary educational situation. Recognizing that we would have to create our own test, we narrowed our attention to seven existing tests (see Appendix 16) to study as models for our own instrument. Each test appeared to cover some of the attitudes which concern us, but none provided a comprehensive set of questions.

After much deliberation among ourselves and some consultation with Philippe Ricard of Collège de Rosemont and the Bureau d'études socio-graphiques inc., we constructed an English language test of our own which included some adaptation of the Bem Sex-Role Inventory (short form). This English language test was pre-tested in April, 1992 on three core English classes at Vanier College, two taught by males who intended to participate in the project and one taught by a female who did not. The total sample of students was 100 (47.3% female, 52.7% male).

This sample was then submitted to the Bureau d'études socio-graphiques for a three part analysis: bivariant, multivariant and factorial analysis of questions 1 to 29 (statements of attitude); bivariant, multivariant and factorial analysis of questions 30-59 (sex-role self-descriptions); and verbatim reportage of answers to questions 60 to 75 (further self-descriptions regarding program and course choice, ethnic background, socio-economic group and difficulties/preferences regarding test questions). We wished to establish whether a sufficient range of responses would be available to us from this set of questions. In particular, we were looking for gender differences in response patterns: these differences would indicate to us that we were indeed tapping attitudes shaped by the differing socialization processes of males and females in a multicultural society.

In the first part of the analysis, using ordinal measure Kendall Tau C, ten questions were found to illustrate significant differences between male and female responses. These differences were checked by nominal measure Chi square (in which five questions showed significant gender differences) and by interval measurement Test T (in which six questions showed significant gender differences). Factorial analysis also showed six questions revealing significant differences by gender.

In the second part of the analysis, ordinal measure Kendall Tau C revealed thirteen questions as showing significant differences by gender. Nominal measure Chi square revealed three such questions, and by interval measurement Test T, nine questions were seen to illustrate significant gender differences in response.

These results constituted a satisfactory profile of gender discrimination among the questions proposed for the test. This confirmation of test sensitivity led us to adopt questions 1-59 as given on the pilot questionnaire.

The third part of the analysis allowed us to see where our directions might have been confusing, particularly with respect to identification of ethnic identity and socio-economic level. A number of items from 60 -75 were therefore reworded in accordance with the verbatim responses of students. Thus revised, the English language questionnaire was adopted for use in the project and appears in its final form in Appendix 17.

The English language questionnaire was then translated into French by a professional English-French translator, and then translated back into English by a different, French-English translator. Cross-checking this work allowed us to confirm that the French language version of the questionnaire was ready for validation.

In early June, one section of Philosophie students at College Lionel-Groulx (thirty-one students, 26% male, 64% female) completed the French language version of the questionnaire. The purpose of this particular phase of the validation was to determine whether the questionnaire was well understood by the students, and whether this comprehension was the same as the comprehension by the anglophone students.

Differences between the response profiles of the two groups were thus submitted to further study by the Bureau d'études socio-graphiques inc. to determine whether these differences could be attributed to a different interpretation of the questions or legitimate differences of opinion due to differences between the responding populations. Differences between the two testing groups were identified in areas of ethnic and national origin, gender balance, and age: the francophone group was more homogeneous as to origin, was constituted of 64% rather than 47% females, and was made up principally of mature students.

Though twenty-one of the fifty-nine questions were answered significantly differently by the francophone group, four answer differences could be attributed to differences in both gender and age, ten could be attributed to differences in gender, and six could be attributed to differences in age.

We can therefore conclude that there is little likelihood that the differences observed were due to poor comprehension of questions by the francophone group. The French language questionnaire was therefore adopted as tested, and appears in Appendix 18.

2. Identification of Control Groups

FIGURE IV.3 CONTROL TEACHERS IN THE A92 PROJECT.

Subject and Gender	Participation		
	Partial	Full	Total
Eng.Cont.Female	0	1	1
Male	0	1	1
Hum.Cont.Female	0	1	1
Male	0	1	1
Fr.Cont.Female	1	0	1
Male	0	0	0
Phil.Cont.Female	0	1	1
Male	0	0	0

On the advice of our statistical consultant, Philippe Ricard, we completed our research design by adopting a small group of representative control sections. Pre- and post-testing student attitudes in these control sections would allow us to compare normal maturation factors in an assortment of core courses with those changes that might take place in gender-fair courses. Originally, we hoped to have one male-taught and one female-taught control section for each discipline in the project. As it turned out, we were able to do this only in the English sector. Only one of the control teachers in the French sector submitted both pre- and post-semester questionnaires for analysis. Figure IV.3 shows the way in which the five control sections were selected and matched with experimental sections (compare Figure IV.1). Teachers of these control sections were asked only to administer the questionnaire in the same way as the participants in the project; they were not given access to any of the materials or discussion sessions of the experimentation.

PART THREE: THE EXPERIMENT

CHAPTER V: THE RESULTS OF THE SURVEY

A. THE SAMPLE

Though 1044 experimental and 305 control questionnaires (total = 1349) were collected from the designated groups, only 419 could be used in the project. One of the major difficulties, briefly referred to in Chapter IV, arose from the fact that some groups were only given pre-tests and we therefore did not have complete sets (825 pre-tests, 524 post-tests). Another great difficulty seemed to centre around student identification.

In order to match pre- and post-tests, we asked students to give us their permanent student code numbers on both tests. However, some students did not give their numbers at all, or gave their numbers on post-tests and not pre-tests, or used some other identification such as a social insurance number on one test and student number on the other. Did this confusion arise from an unwillingness on the part of the students to identify themselves to us? We would find this a little surprising, since we furnished each student with an envelope in which to seal the completed questionnaire. However, teachers did tell us that some students found the questions "very personal," and perhaps guarantees of anonymity from researchers whom students have never met are not enough. On the other hand, we might here have simply been encountering student error in following directions and/or teacher failure to explain the importance of the identification. In any case, it is notable that only one third of the actual questionnaires completed were finally usable in the study. 314 (74.9%) were from experimental groups, 105 (25.1%) from controls.

Among the total sample of students (419), 76.6% were from anglophone Cegeps and 23.4% from francophone Cegeps; 50.4% of respondents were female and 49.6% male. In the anglophone Cegeps, 51.4% of the respondents were female and 48.6% male. In the francophone Cegeps, 46.9% were female and 53.1% were male. 74.9% of the respondents were in their first or third terms of Cegep education.

More precise identification has been made of the students from the experimental classes. 92.0% of these student respondents were between the ages of 16 to 23 years, with the greatest concentration in the 17-19 year-old group (78.4%). In identifying their ethnicity, 32.8% said they were French Canadian, 17.8% that they were English Canadian, 19.1% that they were European, 7.6% that they were Asiatic, and 11.1% that they were "Other."

Also among the students in the experimental classes, there was a wide distribution of mothers' employment, with 16.2% of the mothers identified as office workers, 9.2% as professionals and 25.2% as home makers. 20.7% of the mothers were identified as "other." Fathers were also widely distributed across the employment roles listed, with 11.8% as office workers, 12.4% as professionals, 8.3% as managers and 24.5% designated as "other."

Approximately 8% of both mothers and fathers were identified as factory workers. While only 1.9% of the mothers were designated as "retired," 6.1% of the fathers were so identified.

B. ANALYSIS OF DATA

The analysis of questionnaire data was structured principally around a comparison of pre-tests from the experimental classes with post-tests from the same students. When significant differences were detected, pre-tests from control classes were compared with post-tests from these controls to determine whether the differences might be due to factors outside the experiment. These measures were then taken with respect to the sample as a whole. However, since certain results were difficult to interpret, further variables, such as the college sector (French/English), sex of student and sex of teacher, were considered, and calculations were made in each of the six sub-scales. Table V.1 offers an overview of the experimental design while also illustrating the significant results obtained.

Several statistical tests were applied to this material: Anova, T-Test, Man-Whithney, Sign, Wilcoxon and McNemar. After testing for and finding no normality of range (Kolmogorov-Smirnov), it was determined that rank ordering was most appropriate, using Wilcoxon. Thus subjecting the results to these various tests, we have not only found the most appropriate instrument, but provided an additional validation of the results.

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TABLE V.1 SIGNIFICANT RESULTS, STUDENT ATTITUDINAL TEST A92

DIFFÉRENCES DE MOYENNES DANS LES GROUPES EXPÉRIMENTAUX

	GROUPE COMPLET	SOUS-GROUPE HOMMES	SOUS-GROUPE FEMMES	SOUS-GROUPE ANGLOPHONES	SOUS-GROUPE FRANCOPHONES	SOUS-GROUPE PROFESSEURE	SOUS-GROUPE PROFESSEUR
VARIABLE	AVANT APRÈS	AVANT APRÈS	AVANT APRÈS	AVANT APRÈS	AVANT APRÈS	AVANT APRÈS	AVANT APRÈS
V3	4.16<-->3.90	4.08<''>3.83	....	4.09<-->3.91	4.32<-->3.08	....	4.19<-->3.78
V4	4.07<-->4.68	....	....	4.70<-->4.52	....	....	4.50<-->4.28
V5	....	....	....	....	3.11<-->2.77	3.11<-->2.87	....
V6	....	....	5.11<''>4.80	....	....	....	....
V7	2.77<-->2.96	....	....	2.74<-->2.96	....	....	....
V8	4.10<-->3.92	4.11<-->3.82	....	....	....	....	....
V9	....	....	....	....	3.24<-->3.61	....	....
V15	4.71<-->4.48	4.76<-->4.39	....	4.61<-->4.36	....	....	4.61<-->4.27
V16	3.50<-->3.23	....	....	3.42<-->3.23	3.69<-->3.25	3.52<-->3.18	....
V22	....	5.15<-->4.88	....	5.53<-->5.29	....	....	5.58<-->5.30
V24	4.08<-->4.29	4.05<-->4.29	....	....	3.54<-->4.00	3.92<-->4.25	....
V25	....	....	....	....	....	3.72<-->3.95	....
V27	3.70<-->3.43	....	....	....	4.07<-->3.60	....	3.60<-->3.22
V35	2.86<-->3.00	....	3.01<''>3.09	3.14<-->3.31	....	....	....
V36	3.35<-->3.50	....	....	....	3.26<-->3.52	3.34<-->3.55	....
V38	....	4.32<-->4.14	....	....	....	4.42<-->4.28	....
V41	....	....	....	2.77<-->2.95	....	....	....
V43	....	....	....	....	3.96<-->3.71	3.99<-->3.62	....
V45	....	....	3.04<''>3.25	....	....	....	....
V46	....	....	....	....	....	....	4.08<-->3.89
V48	....	....	....	3.58<-->3.71	....	....	....
V50	....	....	....	....	....	....	3.98<-->4.22
V58	....	....	....	....	....	4.24<-->4.09	....

DIFFÉRENCES DE MOYENNES SIGNIFICATIVES DANS LES GROUPES CONTRÔLES

	GROUPE COMPLET		SOUS-GROUPE HOMMES		SOUS-GROUPE FEMMES	
VARIABLE	AVANT	APRÈS	AVANT	APRÈS	AVANT	APRÈS
V3			3.73	3.30		
V6					5.18	4.76
V35					3.24	3.94
V45			3.71	4.07		

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Table VI.1 (see p.121) uses the "means" as the figure in each column (for example, question 3, pre-post = 4.16...3.90) in order to communicate some sense of the variation between pre- and post-test results. However, since this means is not part of the Wilcoxon test, we cannot rely on these figures for the exact degree of difference between pre-test and post-test. However, it should be noted that only items for which significant differences emerged are considered, and we have observed a degree of certainty equal to or greater than 95% (p= .05 - .000). Please refer to Appendix 19. for full details on these and the following statistical matters.

C. RESULTS OF ATTITUDINAL QUESTIONS 1 - 29

1. Gender and Learning

Four of the questions directly related to respondents' attitudes to gender and learning showed significant differences in attitude prior to and following the gender-fair courses: questions 4, 6, 15 and 25. While the results of question 4, 6 and 15 seem to indicate a rather negative attitude to women's intellectual capacities, the results of question 25 seem to overturn the stereotype.

Question 4 states: "I would rather have a male teacher than a female teacher." In the experimental group, there was an overall increase of agreement with this statement from the pre-test to the post-test. However, further refinement of analysis demonstrated that this increase was due to the effect of male teachers in the anglophone colleges: though p values overall in anglophone colleges showed significant differences (p=.0121), further breakdown showed that this significance was observable only among students taught by males (p=.0370), not among **those taught by females** (p=.1492). It must be noted that there were no male francophone teachers participating in the project. There is also a demographic element indicating that this change was especially notable in students of both sexes whose mothers were professionals.

Question 6 states: "I am more likely to turn to men students for explanations of course-related work than to women students." Results of the survey showed that all women students, in both control and experimental classes, tended to increase their agreement with this statement during the semester. This was especially true of students whose fathers were administrators/managers, but less true of students whose fathers had a lower occupational status, such as office worker.

Question 15 states: "I would much rather have a discussion about serious issues with a man than a woman." Overall, the level of agreement with this statement rose during the term. Further analysis revealed that the agreement rose in particular among male students, primarily among those taught by male teachers (p=.0068) rather than those males taught by female teachers (p=.0623). (The p values for female students were p=.3384 for those taught by males and p=.5020 for those taught by females.) This increase in agreement was also confined to the anglophone sector where male teachers were participating in the project. The salient demographic data indicate that a large percentage of all students, whose level of agreement with this statement rose, were of francophone or European background, with mothers who were office workers.

Question 25 states: "I think most women tend to respond to situations emotionally, while men respond by thinking." Here we see no change in the overall population. There is, however, a significant decrease in agreement among students of both sexes in classes taught by women teachers. A large proportion of these students whose disagreement is thus noted identified their fathers as office workers.

2. Ethnic and Racial Issues

Another group of questions, indicating attitudinal change over the term, is related primarily to the students' attitudes to ethnic and/or racial differences. This group comprises questions 3, 8 and 22. While there is a disturbing element of increased xenophobia indicated by students, this change is more marked among male students than among female students, and generally in classes taught by men.

Question 3 states: " I feel most comfortable with people who are from my kind of background." The level of agreement with this statement increased significantly overall in experimental classes. In these experimental classes, we see significant differences among both male and female students in both college sectors primarily in courses taught by male teachers. However, we must note that the control group also reflected significant increase in agreement, though only among male students. Demographic information indicated that students whose agreement increased were more likely to have mothers who were home makers and fathers in sales and service or retired, and to be of French Canadian background.

Question 8 states: "It's best to marry someone with your background and from your social group." The level of agreement with this statement increased significantly over the term for the overall population and especially among male students.

Question 22 states: "I deal with students who are different from me (for example, of another race or who speak a different language) by being polite and staying away from them as much as possible." The overall population showed no significant change with respect to this question, but male students increased their agreement significantly as did the sub-group from the anglophone colleges and those students taught by men teachers. Careful analysis of variables indicated that at no point were p values significant for women students in any sector taught by either women or men. Male teachers in the anglophone colleges did tend to have students with increased agreement scores ($p=.0329$); male students also showed significant increased agreement overall (p=.0333). Analysis of male student scores in the anglophone sector also showed significant increases of agreement (p=.0148). This increase in agreement was especially true of students from European background.

3. Individual Self-Expression

The next set of questions for which significant differences emerged concerns two questions relating to individual self-expression, numbers 5 and 24. The parallels between the findings on these two items are striking: in both instances, students in francophone colleges and taught by women teachers said they had increased their self-expression during the semester.

Question 5 states: "I take advantage of opportunities to enter into class discussion." Here we find no significant differences for the total population, but among students in francophone colleges taught by female teachers, we observe a significant increase in agreement. Looking into the demography of those most in agreement, we see that the largest group is from French-Canadian ethnic background and has mothers who are involved in sales and service.

Question 24 states: "I seldom express my opinions in groups if I think they will be controversial or different from what others believe." We find a significant decrease in agreement in the overall population, among students who are male, in the francophone colleges, and in classes taught by female teachers.

Close analysis of these findings shows that only the male students are represented in the decreased agreement group, and only when taught by female teachers. However, when the students of male and female teachers are compared overall, and not merely in the francophone sector, male student agreement still decreases (p=.0361). It is true that this decrease is more evident in the French-Canadian group of students, however (p=.0315).

4. Sexual Orientation

Another sub-set of related questions involves two questions, 16 and 27, on attitudes concerning sexual orientation. We are pleased to report that the gender-fair experience brought about significant increases in comfort with and tolerance of both homosexuals and lesbians.

Question 16 reads: "I'm comfortable associating with lesbians." Significant increase in agreement is observable in the overall population, in the anglophone sector, in the francophone sector, and in classes taught by female teachers. The only demographic trend we note here is that agreement is most likely to increase among students whose fathers are in trades.

Question 27 states: "I'm comfortable associating with homosexuals." Here we have observed significant increase in agreement in the overall population, in the francophone sector, and in classes taught by males. Since there are no male-taught classes in the francophone sector, we have studied this item very closely: we observe that, in the anglophone sector, there is a highly significant increase in agreement in classes taught by males (p=.0063). We also see, however, a significant increase in agreement in the francophone sector in classes taught by females (p= .0213). There is no significant difference in agreement in anglophone colleges in classes taught by females.

5. Independence and Risk-Taking

A final sub-set of the attitudinal questions, 7 and 9, concerns independence and willingness to take risks. The significant results on both of these items suggests that the experiment encouraged students to feel less tied to their teachers, more willing to test things out alone or with one another.

Question 7 reads: "If I have difficulty with a course, I try to get help directly from the teacher." Here we see a significant decrease in agreement overall and in the anglophone sector. That is, in the anglophone sector, students in gender-fair courses tended to rely less upon the teacher toward the end of the course. Two additional demographic details are observable among those whose agreement decreased on this item: such students were least likely to be English Canadians and students whose fathers are factory workers.

Question 9 reads: "I need to feel sure of the outcome before attempting something new or different." There is a significant decrease in the agreement on this item by students in the francophone sector only, and especially among students of French-Canadian origin, and whose fathers are retired.

D. DISCUSSION OF ATTITUDINAL CHANGES

1. Gender and Learning

The significant findings in this area underline the power, influence and prestige of the male, whether as teacher, father or classmate. The fact that virtually all students taught by male teachers increased their preference for having a male teacher can certainly be construed as complimentary to the male teachers in the project. However, the fact that the students indicating this preference were also those most likely to have mothers who were professionals is disturbing. This increased preference for a male teacher, simultaneous with the presence of positive and authoritative female figures in the lives of these students, is a startling revelation of the ways in which the stereotype of male as superior permeates the society of the schools. The male teacher's influence appears to be particularly strong among male students, as the male student preference for discussing serious issues with males reminds us. Here, however, we see less prestigious mother figures in the background. The fact that all female students, in both control and experimental classes, showed increased preference to work with males, suggests an increase in the power of the stereotype as an irresistible part of female maturation, especially where the father was of an influential social standing.

Gender stereotypes were challenged only in the classes of women teachers, and only insofar as opinions about character and behaviour are concerned. This is also a more theoretical issue than the questions of preference discussed above. Interestingly, the students whose attitudes changed with respect to the emotional/rational gender dichotomy were those with low status, less influential fathers.

The gender-fair courses were designed to promote fundamental challenges to stereotypes, and profound re-thinking of the issues and power and prestige with respect to males and females in our society. It is disturbing to see how little effect male teachers in the experiment appeared to have in this regard; indeed, their presence seems sometimes to have intensified stereotyped deference to males. We can only speculate on the results of a question such as "I prefer to have a female teacher rather than a male;" given all the other inter-related evidences of the importance of males here, however, we do not hypothesize great increases in agreement. Women teachers did, it appears, effect some process of reflection with respect to these issues. Male and female teacher difference with regard to gender focus is further discussed in the next item.

2. Ethnic and Racial Issues

In this sub-set of questions we note again the influence of male teachers, particularly on their male students. A more important point of discussion here, however, is the fact that, though the gender-fair model was designed to challenge racial and ethnic prejudices, xenophobia increased in these experimental classes.

Clearly, opening the subject of racial and ethnic difference is tantamount to opening Pandora's box, and discussion of prejudice gives students permission to express their true feelings. Perhaps issues related to ethnicity, race and class have to be addressed developmentally. In this case, the students' interrogation and addressing of their own prejudices is clearly the first step toward remediation. Our interview data suggests that teachers who addressed these issues directly are optimistic that their students will draw on the experience of these courses and develop more positive attitudes to "others" over time.

Why this matter of prejudice should be more evident among the men than among the women relates to the gender issues discussed above in D.1. Gender and Learning. Maleness, to the students in this study, clearly denotes power. This being the case, there would be a strong motivation in men to consolidate their power, and such consolidation calls for very clear demarcations between groups of males vying for control. By no means does this imply that women do not want to consolidate such privileges as they have. However, our results show a less open attitude toward "others" among men than among women.

Our interview data also suggests that the male teachers in this study, both experimental and control, were more likely to address issues of race and ethnicity than were the female teachers. Overall, the women teachers tended to address gender more fully than these other issues. Interview material suggests that the women teachers themselves felt so invested in gender issues that these concerns strongly informed the emphasis of their courses. The fact that these women teachers effected greater changes in the students' attitudes to gender stereotypes than did the men teachers has already been shown. While the liberal ideology has long supported racial, class and ethnic equality, gender equality is a relative newcomer to male discourse. Perhaps male teachers feel more comfortable dealing with race, class and ethnicity than with issues of gender.

3. Individual Self-Expression

What we have observed in this sub-set of questions is the tendency for women teachers of gender-fair courses to encourage students to express themselves more openly. Since this kind of openness and empowerment was certainly one of our initial goals, we can thus conclude that the teaching Model tends to work in this way. The fact that it is the males who tend to increase their willingness to express disagreement is perhaps to be expected, given gendered speech patterns, but somewhat disappointing in that it is the women students who most need such encouragement. Both males and females, however, registered increased class participation in the women teachers' classes. That women teachers should be more successful in encouraging this freedom of expression is in line with other trends in this study (see discussion of questions 25, 36, 38, 43 and 58).

Why the francophone sector should be more responsive in this area is difficult to interpret. Is it possible that the gender-fair courses represent a greater change from the norm in that sector? It is also possible that the material taught is so much more controversial to these students that it forces reaction from them. There may, on the other hand, be a greater readiness for this kind of development among the francophone students, related perhaps to various sub-currents of nationalistic and linguistic empowerment in the province. The fact that the mothers of many of these students are employed in sales and service suggests that these families might have imparted rather traditional values to their children, values and behaviours which gender-fair awareness may have shaken up in some way.

4. Sexual Orientation

Significant increases in acceptance of and comfort with lesbians and homosexuals is possibly one of the more outstanding successes of the gender-fair experiment. The challenge to gender stereotypes has, in this respect at least, been significant. It is not surprising that male teachers were most effective on the issue of homosexuality and women most effective regarding lesbianism, though ideally teachers of either gender might be able to facilitate these changes in attitude. This appears to be born out by the fact that women teachers in the francophone sector were also effectual regarding the issue of homosexuality. The demographic data suggests that greater awareness and tolerance is revealed among students from lower socio-economic backgrounds. Possibly such students come to their education with little awareness of the complexities of sexual orientation and therefore experience greater change in attitude than other groups of students. In any case, here, as in other sub-sets of questions, the influential role of father in determining attitude base should be noted.

We are struck by the fact that these changes in attitude took place during a Cegep semester in which the legal rights and obligations of lesbians and gays were much in the news. That such a coincidence is not in itself sufficient for general consciousness-raising is proven by the fact that no such attitudinal change took place in control classes. It is clear that gender-based discussion in classrooms enabled students to take a more enlightened view of these important current issues.

5. Independence and Risk-Taking

Since the gender-fair courses were structured around a number of strategies designed to encourage both self-reliance and peer collaboration, the significant outcome on these items suggests that such strategies may be having the desired effect. It is possible to construe the ethnic issue as a sign that, on the one hand, certain immigrant populations whose traditions involve absolute respect for teacher authority are most influenced by the democratic processes in the gender-fair class. French Canadian students, however, were also highly represented here. We might speculate, as we have in discussing questions 5 and 24 in D.3. Individual Self-Expression, above, that the francophone students come to the gender-fair experience either with rather traditional expectations or bearing a readiness for attitudinal maturation that is somehow greater than students in the other sector. In any case, we begin to see a pattern of much increased expressiveness and independence among students in gender-fair classes, particularly in the francophone colleges (see also discussion of questions 36, 38, 43 and 58).

E. RESULTS OF PERSONALITY SURVEY, QUESTIONS 30 - 59

Significant results are observable for only ten of the twenty-nine items in this section, compared to thirteen out of twenty-nine on the attitude question. The findings on this second section of the questionnaire are not as clear or as meaningful, to us, at least, as they are on the first set of statements.

The descriptor "moody", for instance, in question 35 prompted significantly increased agreement in the overall population among women students, in the anglophone sector colleges, and particularly among students whose fathers were office workers. However, female students in the control groups also showed significant increase in agreement with this as an accurate self-descriptor. Hence we must assume that female students saw themselves as moodier at the conclusion of the semester than at its outset. Looked at in this way, this is not a surprising discovery, though it might be a little surprising that the average male did not see himself in the same way. Why gender-fair courses should produce moodier students in anglophone colleges, or why such students should have office worker fathers is not readily interpretable, nor does it tell us a great deal about the gender-fair experience. Perhaps the fact that males in the gender-fair courses admitted to moodiness at the end of a term of Cegep might be attributable to a greater openness to their own affect, or a greater willingness to speak out as we see in other items of the survey (see discussion of question 24).

The results of question 36 show us that there was a significant increase in agreement that "assertive" is an accurate self-descriptor. This was true in the overall population, in the francophone colleges, and in classes taught by women teachers. Close analysis of these results reveal that it was, indeed, only among the classes taught by women in the French sector that this increase existed: though classes taught by women had a lower p value than those taught by men (female teachers: p=.1051; male teachers: p=.8024), only in the francophone colleges, where there were no groups taught by males, was the p value significant (francophone female teachers: p=.0333). The results on this item were somewhat comparable to those on question 5, where francophone women teachers were shown to effect greater class participation in their gender-fair classes. The demographic group most fully represented in this group of students showing increased assertiveness was French Canadian, again underlining the fact that for some reason the francophone sector was particularly responsive to changes of this kind. Additional demographic information suggests upper middle class families, since fathers were cited most often as professionals and mothers as home makers. This particular socio-economic group did not figure in our statistics as often as more working class families do, probably because of the general make-up of the public Cegep population. We speculate that the major group of students responding positively to assertiveness is related to a climate of expectation created by the success of Québec Inc. over the past twenty years. Francophone media and educational institutions have very strongly encouraged entrepreneurial qualities in that population in the interest of becoming maîtres chez nous. Since the discourse of gender-fair education addresses self-determination on the individual/general level, this objective might have found fertile soil among young francophones.

The descriptor "reliable" in question 38 was seen to be significantly less true among male students but only when they were taught by female teachers. Close analysis of this item establishes with absolute certainly that in no other group (women taught by men or women, men taught by men) was there a significant change, while for this group the change was significant (p=.0142). This is puzzling: was it an increased willingness to admit weakness but only to women teachers? Or was it something more factual, an actual decrease in reliability among males in female-taught classrooms? In any case, though not central to our gender-fair goals, this finding is reminiscent of the issues of discipline problems investigated in the first year of the project, in which some males were seen to be **unreliable**, unruly and uninterested in their core subject learning. At that time, though male teachers spoke also of the phenomenon, women teachers reported more difficulty in controlling their male students. It would be interesting if the **gender-fair courses** were bringing this phenomenon to the consciousness of the male students themselves. As we have already seen, male students ascribe more power and credibility to males than to females. Could this illuminate their lack of reliability to people who seem to be of less importance?

With respect to question 41, all students in the anglophone sector indicated a significant increase in "jealousy." The demographic material suggests that this was most true of students of Asiatic background and of those whose mothers were factory workers and fathers were either office workers or professionals.

Since jealousy in itself has little importance in our study, we view this finding as another instance where affect might be both brought to the surface and made more legitimate for acknowledgement. We can assume that jealousy might be most often connected with sexual relationships: perhaps discussion about relations between males and females in these courses might bring feelings such as jealousy into focus. The demographic information is interesting in that it obviously included many different groups, perhaps all of whom could find in the gender-fair course some way to face and acknowledge highly charged personal issues. Since some of the demographic information indicated a distance from the locus of power, "jealousy" may also refer to envious attitudes to more privileged members of the society.

Overall, students' responses to "compassion," question 43, show very little change from pre- to post-semester testing. However, students in francophone colleges, all taught by women teachers, showed a significant decline in "compassion" over the term ($p=.0375$). Perhaps, since all courses taught in the francophone colleges within the experimental group were taught by women and contained an element of feminism, some emphasis might have been placed on underplaying characteristics stereotypically assigned to women in our society, characteristics such as "compassion." This response pattern shows interesting parallels with that of question 25, which also showed a decline in the stereotyping of females in classes taught by women teachers.

While there were no overall differences in responses to "have leadership qualities" (question 45), all women students' assessment of their leadership qualities, in both experimental and control groups, improved significantly over the term. We cannot therefore attribute this change to the gender-fair experiment; we must assume some natural maturation factor at work here for these young women. Such changes must be applauded, by whatever means they are achieved; it might have been hoped, however, that women students, who especially benefit from gender-fair education, might develop greater leadership potential through more active participation in classes which are planned around inter-active models. For some reason, this seemed not to be the case. The increase in self-assessment of leadership qualities was especially noteworthy among French Canadian students whose fathers were employed in sales or office work. It may be true that in the present climate of entrepreneurism, young francophone women are especially interested in taking leadership in the affairs of Quebec. Fathers involved in sales and office politics might be positive role models for these leadership qualities.

With respect to item 46, "eagerness to soothe hurt feelings," there were no significant changes in the overall population. However, students taught by male teachers showed a significant diminution of this eagerness over the term, especially those whose fathers work in offices or are retired. Like compassion, tension management is not a quality generally associated with men in our culture. It is women who are supposed to be more sensitive to feelings and to regulate the emotional climate of their surroundings. Perhaps young women and men under the supervision of male teachers do not have adult role models in the classroom for this kind of tension management. We might even speculate that in some of the discussions of gender in these classes, the women's hurt feelings may have become a great difficulty for everyone, teacher and students alike. Thus 'permitted' to develop defences against others' emotions, the students might have felt more comfortable in refusing to undertake the task of emotional management.

Students in anglophone colleges became significantly more "willing to take risks" (item 48) during the term, though there was no change in the overall population. Since a larger portion of new Canadian students still attend the anglophone Cegeps rather than the francophone colleges used in this study, it is possible that risk-taking is a fact of life with people who have left home for a new country. It may also be possible that risk-taking is considered a good survival tactic among those anglophones who have remained in Quebec. However, we are struck by the parallel between these responses and those to question 9, where francophone students in gender-fair courses appeared to increase in their willingness to venture into uncharted territory as a result of their experience. Hence we must conclude that though these questions may appear similar to us, they strike differing chords with differing student populations. More important to us, however, is the fact that the gender-fair Model appears to encourage this kind of adventurous, self-trusting behaviour, an objective which we are pleased to see acknowledged in differing ways in both college populations.

With respect to item 50, "adaptable," the overall population showed no significant change. However, students taught by male teachers (per force students in the anglophone colleges) perceived themselves as more adaptable at the end of the term than at the beginning. Perceiving oneself as adaptable therefore appears to relate in some way to a gender-fair experience. Since these courses demanded considerable student involvement, which may have been unfamiliar to some of the population, an increase in adaptability suggests that students experienced an increased ability to vary their styles of learning and classroom decorum. That male teachers were more successful in bringing this about than were their female counterparts might also relate to their greater forcefulness and less conciliatory classroom performance, thus requiring more adaptability on the part of the students.

The only significant locus of change over the term in student attitude to "gentleness" (item 58) occurred in classes taught by women. Here, both male and female students' agreement that they are "gentle" decreased over the term. As in the case of "compassion" and responding "emotionally," the assertiveness of women teachers in the experimental classes as well as their feminist instructional content may have influenced students to feel less inclined to assume stereotypical female roles and more inclined towards behaviours not generally associated with women.

F. RESULTS OF QUESTIONS REGARDING LEARNING EXPERIENCE, 60-61

1. How Students Felt About the Courses

Question 60 is an open question which asks:"How do you feel about this particular course? Please explain." In the pre-course responses, many students exhibited a reticence to comment on their expectations, favouring a "wait and see" approach. One of the most commonly used words is "interesting;" students will comment that a course appears interesting or boring. These two words appear with the greatest frequency in response to this open-ended question. Some students (fewer than 10%) may indicate that they had no choice of course, but they too seem ready to give it a chance. Students in Humanities and Philosophie sometimes express resentment that they are obliged to take courses which they consider unrelated to their respective programmes. Liking the teacher is an important element in anticipating a good course. Some teachers come highly recommended by past students; numerous students choose on the basis of an active student grape-vine. Workload is an important element; in some courses, students either express concern that they won't be able to keep up with the workload, or satisfaction that the workload appears to be light. Pedagogy is also a concern of students. On the whole, they express approval of courses in which they will be expected to participate in class or small group discussions.

Students in English courses are less likely to question the fact that these courses are required. In courses organized around ethnicity, some students expressed identification with the subject. For example, in a Scottish literature course, a student expressed curiosity about "...Scotland, because I have some Scottish blood in me." Several students in a course on West Indian literature were very positive about taking this course because they are second generation West Indian Canadians, or because it would enable them to understand their heritage better. Several students in a Canadian literature course expressed interest in discovering their Canadian heritage. About 20% of students enroled in English courses on Science Fiction or Utopia expressed prior interest in the topics before taking the course.

At the outset of the course, some students in a gender-fair Humanities course on Prejudice expressed great interest in the topic, especially in learning how other ethnic groups experience society. However, in many cases the enthusiasm was also based on the fact that the teacher is fairly non-judgemental and encourages group discussions. Students in a control group studying the situation in the third world also expressed interest in expanding their knowledge of how other people lived. In their post-semester questionnaires, about 40% of these respondents said that they ended up finding the subject "depressing" and "discouraging" but, on the whole, "interesting."

The post-semester questionnaire elicited interesting results. Generally, students are very satisfied if they overcome something during a course. For example, in the Prejudice course mentioned above, many students expressed a sense of well-being because they had learned more about racism and prejudice. They were very grateful for the opportunity to communicate with one another. Some students were strengthened by their increased openness. "It made me a stronger person and taught me that I can take a stand." All the students in the French public speaking course expressed increased confidence in themselves and their leadership capacities.

In numerous courses, a salient quality of responses to post-semester questionnaires was that if the students generally liked the teacher, they were more likely to consider the course to have been "fun." The word "fun" rarely appears in the pre-course questionnaires. Perhaps students do not expect fun in required English, Humanities, Français or Philosophie courses. However, when they like the teacher and/or feel that the teacher is concerned with their progress and their individuality, they are quite likely to say that the course was "fun."

The issue of gender is hardly discussed in this open-ended question, either within the experimental or the control groups. Some students in the course on Scottish literature seemed to appreciate the opportunity to think about how "... gender roles have changed over the years" and to think about "...male and female issues." On the whole, students in both English and French gender-fair courses seemed more appreciative of their experiences than students in the control groups. For example, in one of the Humanities control groups and one of the English control groups, some students felt bored, attributing this feeling to their dislike of the teacher, the pedagogy, or the subject matter itself. This kind of response was noticeably absent among students in experimental classes.

These rather inconclusive results do tell us about how students anticipate courses and how they judge them. It is important to speculate on why the experimental groups seemed to be more enthusiastic than the control groups. One reason might be that since the teachers had undertaken to follow a new pedagogical model, they themselves might have been anxious to see the class "work," and thus transmit more enthusiasm to the students. Perhaps the fact that the Model encourages teachers to be in tune with the "personal" aspect of the students' lives also facilitates communication and nourishes student enthusiasm. There is no doubt, however, that the subject of gender is central to the lives of young people from 17 to 19 years of age, whose culture is built around gender and sexuality. The positive responses of students must certainly be attributed at least in part to the focus on gender which these courses all contained.

2. How Students Perceived Their Success in the Courses

Another question which furnishes relevant information about how students view their experiences is question 61: "How do you feel you'll do in this course?"

Students in the sample seemed to attribute their potential and/or achieved success to three major factors: their abilities, their efforts and their interests. These three factors appear to be equally important overall; there is no difference between experimental and control classes in this respect, and there is no overall pattern with respect to gender. Students are often convinced they are either "good at English" or "I have great difficulty to speak and write English." These ability assessments are most common in English, where reading, writing and speaking skills are often referred to as assets. The same skills are occasionally referred to in Humanities. Skills are less often spoken of in Français or Philosophie: a more common ability attribution in this area concerns comprehension, as in the following: "C'est dur de faire entrer qqchose dans ma tête," or "Ça bien ete, il y a un philosophe caché en moi." It is a little unfortunate that the course in Français was a speech course chosen for interest (see below) rather than one which centred on reading and writing as the English courses did: it would have been interesting to see whether the francophone students would also make basic skills assessments such as those in the English colleges did. There is no observable trend of students changing their minds about their abilities between pre-test and post-test. However, some students who do not refer to ability at all in the pre-test refer to lack of ability in the post-test, when they are explaining why they feel they will not do well. There is some slightly greater tendency for women students to make these post-test remarks, but no statistical count has been made of incidence.

Effort is much referred to, both pre- and post-test. "I'll do okay if I work hard," wrote a student prior to the course. "I'm not going to do so great, I didn't put in the effort due to personal problems," concluded the same student. This tends to be the area where we observe life-stories impinge upon learning. Students see their efforts as central to their success, but such efforts are often deflected by events quite separate from the course.

Interest is also a key element to these students as they predict and assess their achievement. "I know I'll do well because I always do well when I like something" is a typical remark from this type of student. Related to this matter of interest are choices of specific courses in national literatures in which the students of those particular ethnic backgrounds feel a particular investment. We note a slight difference here with respect to gender, as women students are more enthusiastic in their language: "I just love reading," wrote one young woman, while a male classmate wrote "Books interest me." It is hard to tell to what degree this is speech style and to what degree speech style reveals extent of interest. Post-tests do not make as much reference to interest as do pre-tests. One has the sense that interest is not always sustained throughout the course, or that it does not, in the end, remain the key determining factor of how "you feel you'll do." However, there are still a great many references to interest - interest maintained, interest lost, interest increased, and all of this contributing to the final achievement in the course.

One of the interesting shifts between pre- and post-tests among respondents in the gender-fair courses is the changed sense of what it takes to do well in a course. One student who predicted at the outset that she would do "good, because if you are attentive then you will succeed" concluded with a reference that suggests she has become much more active and responsive: she said that she was doing "well because of the good atmosphere." Another who began "I know what the teacher wants," implying that this is what success involves, concluded that he would do "well, I'm assertive." Still another student sounds to us rather concerned about how he will cope with the teacher, and the fact that he made this remark in answer to this question on how he will do in the course suggests that he thought her orientation was a determining factor. In his pre-test he wrote: "Plus ou moins, j'ai entendu dire que ma professeure est très féministe." His post-test sounds as if he had long forgotten such a concern: "Oui, aucun problème." These shifts in attitude suggest that, at least for some students, the gender-fair courses became experiences of real learning rather than just teacher-pleasing. We cannot find examples of these shifts in the responses from control classes.

Another difference between control and experimental responses is the extent to which students in experimental classes see from the outset that class participation will be an important feature of the experience. Many students are very happy to find themselves in such a course: "I enjoy expressing my opinions, I do it often." Other students are more hesitant:"I hope I'll do well, but I'm not much of a talker." Post-tests tend to express satisfaction with this aspect of the learning: "I did well, I participated eagerly." A few students said that they expect to do "okay, though I am a shy person," suggesting that it might have been difficult to take part, but there is little sense that the class involvement component has been a disadvantage. What is striking overall is the fact that there are very few comments about class discussion in control classes. We know for a fact that the control teachers chosen for the project encourage and allow for class discussion. The difference, we suggest, is the way in which the gender-fair teachers communicated to their students the vital importance of class interaction and individual voice.

Over and over again, the post-test gender-fair responses suggest that the courses were personally empowering, and that the students were aware that teachers had made particular efforts in this regard. One student concluded: "I enjoyed being thought of as an individual and that counts for some marks." Another wrote: "I think I'll do hopefully above average because in this course we had choices...." And another thought he might do well "parce que les opinions différentes sont très bien acceptées." Students wrote about the teachers being helpful, clear, concerned. One student said at the end of the course "I am an opened person."

Oddly enough, there is no mention at all about gender issues in these responses. One student concluded that he would do "well. I have a pretty good grasp upon world affairs and sociological issues and can connect them." This is a very generalized reference: it probably does relate to gender, but one cannot be sure. Racial issues were referred to more often, especially with respect to the courses in national literature and a course in prejudice. However, it was difficult to distinguish between responses from these courses and from one of the control courses which dealt with the third world. All students appear to be hesitant about dealing with ethnic issues that are unfamiliar to them. They feel very much more connected to ethnic material with which they feel identified in some way. Most of these courses appear to have some interest for students, but the responses to this question do not tell us anything particular about the gender-fair experiment in this regard.

G. A FEW GENERAL CONCLUSIONS ON THE QUESTIONNAIRE DATA

The significant changes which can thus be observed in the experimental classes suggest that the gender-fair course design and pedagogy alters both the attitudes and the learning behaviours of the students. Interesting and sometimes disturbing patterns of gender difference are also observable, regarding both the influence of men and women teachers and the responses of men and women students.

We are struck by how successfully the women teachers in the experiment appear to have encouraged their women students to question gender stereotypes, particularly stereotypes of women. The women students show a significant decrease in agreement that men are intellectual and women emotional, a significant increased willingness to call themselves assertive, and a significant decrease in their willingness to ascribe to themselves the feminine characteristics of gentleness or compassion.

These women teachers, however, do not appear to have much influence upon the attitudes of their male students. Here it is the male teachers who exercise such a powerful effect, and the effect is not, at first glance, without disturbing features.

In general, the importance and pre-eminence of masculinity appears to have been consolidated for male students in the classes taught by male teachers. Men students in gender-fair classes show a significantly greater preference for having male teachers and for discussing serious issues with males than do men students in control classes. These male students also describe themselves as significantly less eager to soothe hurt feelings at the end of their experience in the gender-fair course with a male teacher. They say they become more adaptable, too, in these classes, while they describe themselves as less reliable in the experimental classes taught by women teachers. As mentioned in the discussion of individual items, there is a positive current of admiration and respect for the male teachers here which we cannot deny nor do we wish to fault. However, this cluster of changes suggests to us a highly problematical reinforcement of the masculine stereotype rather than growth of gender awareness.

Another aspect of attitudinal change for males concerns their increased xenophobia in experimental classes taught by male teachers. They are significantly more likely to limit their discussions with people of different backgrounds and more determined to marry someone from their own racial, ethnic and social class group. There is no way to avoid concluding that the discussion of race and ethnicity in these classes created these effects.

As mentioned in our discussion of individual test items, we are inclined to interpret these increased signs of xenophobia as the first step in a complex process of demystifying "otherness," a process which appears to begin with admission of bias. We have been encouraged to take this view not only by our study of the data but in our discussions with these teachers, several of whom have much experience in dealing with marginality of various kinds.

We would like, therefore, to put forward the rather tentative suggestion that this same process might be what we are observing with respect to masculinity. Is it not possible that these courses have, for the first time, forced many of these young men to recognize their own gender biases, just as they appear to have admitted their biases based on race and ethnicity?

We support this suggestion by pointing toward an increased willingness to admit to affect among these young men, as well: they describe themselves as both more moody and more **jealous** at the conclusion of the gender-fair experience.

We are suggesting that the male students in these classes, especially with men teachers whom they like and trust, may have become more honest, therefore, about all their attitudes and attributes. We connect with this an undercurrent of concern, expressed in teacher interviews with male teachers only, that male students have, in their past experience though not so much in the project, often paid lip service to women's rights while exhibiting sexist behaviour. We acknowledge therefore how important the student's recognition of bias may be in the process of bringing about real attitudinal changes.

The implications, however, are enormous. Increased honesty about biases can only be positive if it is followed by intense self-examination. Without the support of peers and teachers, this process is rendered extremely difficult for most, perhaps impossible for some. Furthermore, without the assurance that their grapplings with the subject will be understood, assurance which these men students seem to find only with their men teachers, progress may be halted, and the subject of gender may once more slip underground.

The urgent need for further gender-fair courses for this male student population is underlined, for us, by this particular set of data. Men teachers need to be made aware of how great their impact is and how much they can assist the growth of male awareness of these issues. Our difficulties in persuading men to join with us in the research also suggests that the male teachers themselves need workshops and professional development in this area.

As we mention in our discussion of individual items, the changed attitudes to sexual orientation are among the greatest successes of the project, as all students increase their comfort and acceptance of homosexuals and lesbians. These attitude changes convince us that, indeed, the Model can effect positive changes for both women and men. Acceptance of homosexuality in others is, we would argue, a significant step toward the demystification of masculinity, and the male teachers in the project were particularly successful in bringing this about. Comfort with lesbians underlines the trend, remarked upon above, for women to move away from stereotypical thinking in these classes. That these significant shifts took place during a time period in which sexual orientation was much in the news shows to what extent the classroom can illuminate important and current issues in society.

With respect to changes in learning behaviours, there is again a marked difference between the women and men teachers. In fact, none of the items which we would classify as student learning strategies show specific male teacher effect. The women teachers appear to have increased both male and female students' willingness to enter class discussion. The women teachers also appear to have encouraged male students to express controversial opinions. Insofar as greater willingness to call oneself assertive is not only an attitudinal change but suggestive of behavioural difference, again it is in the women's teachers' classes where we see this change.

Different changes in learning behaviours appear, at first glance, to be the distinguishing features between the anglophone and francophone student groups. In the francophone sector, there are significant increases in willingness to enter class discussion, to express controversial opinions, to take action without being certain of the outcome and to view oneself as assertive. In the anglophone sector, there is significant increase in willingness to take risks and significant decrease in direct reliance on the teacher. The process of listing such changes demands that we recognize how similar some of the items are, and suggests that there is a trend here, in gender-fair classes in both sectors, for students to become more self-reliant, self-assured and self-assertive learners. That the francophone sector shows a greater number of changes here suggests that this community of students, as we have suggested in our discussion of individual items, is particularly ready to seize opportunities for self-development of this kind. It is therefore particularly disturbing to have found the francophone teachers so reluctant to undertake the experiment with us. We should also note once more, however, that the experimental teachers in the francophone sector were all female, and the trend suggesting that women teachers are more likely to encourage these changes may also be at work here.

The data very much suggests, therefore, that students of both genders are responsive to gender-fair courses, but that much work needs to be done in the area of professional development for male teachers, in the encouragement of ventures similar to ours in the francophone sector, and in the developmental process of educating young men of Cegep age in gender awareness. We will review these points in the concluding chapter.

CHAPTER VI

FINAL INTERVIEWS WITH THE TEACHERS

At the conclusion of the experimental semester, we conducted open-ended, in-depth interviews with participating teachers. We asked them to comment on their experiences with the Model, focusing particularly on course content, pedagogy, student tasks and evaluation, and classroom climate. We also asked them to evaluate their experience and to offer any suggestions for improvement of either the Model or the way in which the implementation was guided by the researchers. The interview schedule is to be found in Appendix 20.

In our study of these interview transcriptions, six major themes have emerged. These themes concern the following: Choosing and Using Gender-Fair Course Content, Writing in the Gender-Fair Course, Student Groups and Gender-Fair Education, Student Choice in the Gender-Fair Course, Student Gender Difference in the Gender-Fair Classroom, and Race and Ethnicity in Gender-Fair Education. Many of these themes intersect and overlap with one another, particularly the last two. However, as much as possible, we have organized our discussion to capture those highlights of each thematic concern which we felt would be of interest to researchers and teachers in the field.

A. CHOOSING AND USING GENDER-FAIR COURSE CONTENTS

As we have noted in Table IV.1, the extent to which these teachers were able to accommodate the Model with respect to course content varied a great deal. It was therefore both interesting and valuable to hear from them how they had come to their decisions and how they used these selected materials in the gender-fair course.

In the eight courses in which male-authored texts predominated in the selection of reading materials, it was clear that the constraints of the subject were seen to have imposed these restrictions. The teachers of Philosophie all chose selections of readings edited by males because they were available and thought to be of a suitable reading level for the students. A feminist perspective was then brought to bear upon these materials, upon the issues arising from them, and upon the perspectives taken by the authors as well as by the teachers and students in the classes. This was not, however, so easily accomplished.

Philosophie, on the whole, does not allow the same openings for gender-fair content as does the Humanities curriculum. Said one teacher, "C'est une bataille constante, avec mes collègues, avec la coordination...." Having described an argument with a colleague who challenged her use of text by a French woman sociologist, she continued as follows:

> Écoutez, quand Aristote, dans un texte que

> j'ai deja donné [aux étiudiants et étudiantes], dit que les familles, les hommes, doivent se soumettre à l'autorité politique, comme les enfants et les femmes doivent se soumettre au père dans la famille, quand Aristote dit ca, il fait de la philo; quand moi, je donne un texte ou on dit l'inverse, ou on remet en cause cette autorité-là, on ne fait plus de philo.... Qu'est-ce que c'est que cette histoire?

She also expressed concern that the situation may be worsening rather than improving, with a swing toward an even more conservative curriculum and the gender models it provides:

> ... non seulement le marxisme est passé de mode, parce que le marxisme a pu amener des gens à être sensibles à ces questions... mais, quand on retourne directement à la philosophie classique, il y a des réactions qui sont typiques, des réactions de gars je crois....

One of the Humanities teachers also required the students to purchase and read a male-edited text, simply because he felt at the time it was the most successful text for showing the connections between racism and sexism. A second, optional text was also male-authored. This teacher described how he had tried to build his own collection of essays, which included important feminist writers, but had run into copyright problems. Collections by feminists had been rejected as either too difficult for Cegep students or not sufficiently interrelating the sexist-racist question. Clearly, however, he used his texts as a springboard into a fully gender-fair discussion in the classroom and, in fact, as the course went on, made more and more use of student-authored texts for discussion.

Four teachers of English were also unable to provide authorship balance due to the specific literary focus of their courses. The Chaucer course focused only upon that author and therefore offered no latitude in terms of texts. The teacher did, however, ensure that her selections from The Canterbury Tales included stories in which both sexism and racism are highlighted, stories she has avoided teaching in the past; she made particular efforts to confront these issues through these particular texts. Furthermore, out of the opening day exercise which this teacher implemented from the Model, there arose so many student concerns "which had nothing to do with Chaucer and the Middle Ages but with life at ...[the Cegep] in 1992 for new students particularly," this teacher had the students construct a student guide to the college. This multiple-authored gender-fair text is now available for new students at that Cegep.

Teachers of both Scottish and West Indian literature continued to deal with important male-authored texts of these traditions, altering the reading list only to include between 15% to 25% women writers. Both teachers, however, said they found new ways to focus on issues of gender in the male-authored texts. The teacher of the Utopian course also wished to teach the "classics," and therefore included only one female author. This teacher commented that he found it difficult, sometimes, to ensure that issues of gender were being dealt with in any of the texts. Though most of the other teachers in the project did not share this problem, we feel this teacher speaks for many teachers, particularly men for whom issues of gender are relatively new concerns, when he describes his difficulty. His solution is also of interest, and might be very useful to other teachers of literature, both English and French:

> What I discovered, and I guess other people have discovered too, is that if you suddenly yank it out of a hat, as a topic, that doesn't really work that well, and I remember particularly on one occasion..., I tried to draw people out, just sort of said, "One of the things I want to address at this point would be the issue of gender in connection with this work." And I got nowhere. I simply got nowhere. Whereas if it comes, and this is probably banal, but if it comes out of a

> direct piece of dialogue, if it comes with a specific incident, if it comes out of a certain particular scene, then it's easy to work with and from that you can generalize and do more things.

Two of the teachers made use of one female-authored text as required reading in their courses. Both were women teachers, who found the texts dealt with the subject matter in ways which cut across male perspectives on the subject matter (photography and public speaking) without excluding males from the discourse. The photography course also provided a rich array of photographic work by both women and men. In the public speaking course, the student voices, both male and female, provided a second set of texts.

One Humanities course and three English courses provided an absolute balance of male- and female-authored reading matter. These teachers, three women and one man, talked about how carefully and deliberately they searched for and chose their materials in order to achieve this balance. The Humanities teacher also ensured that the female-authored text should not only include the woman's perspective, but deal with issues of social class as well. The teacher of Canadian literature searched for and found a new text by a male in order to incorporate some male consciousness of masculinity. A teacher of Science Fiction said that text selection was no problem whatever, but refocusing the discussion to ensure that gender became the central concern of the course took a particular and sustained effort. He said "I saw it would mean I would have to concentrate... slightly more on content than I might normally have done because I'm very interested in the structure of literature." One of the English teachers chose a collection that included a good array of black authors, both male and female. She also ensured a balance between traditional male-authored poetry and modern female-authored poetry, "one answering to the other." This teacher found no contradiction whatever between the focus on gender and the teaching of reading and writing about literature. She described the kind of approach that seemed to work best for her:

> I gave an overall goal [in a poetry class] and I said "We always talk about the way that men treat women as objects. Do we really know what that means? I believe we can find out something about this by reading some poetry, these selections in particular." And then I gave them a series of poems which compared women to tents, compared women to statues. ... and it was like little light bulbs going on in all their heads. And so, as I said, the prejudice against poetry disappeared because they had reason to read it and because it was clarifying something for them... And I had

> done metaphor first, so they were working, to some extent...within some kind of informal structure that... gave us a common lexicon of terms....

B. WRITING IN THE GENDER-FAIR COURSE

Journals and free writing were much used in these courses and much discussed by the teachers. Though all of them had used informal writing before, there was a much more conscious use of it here, and a real sense of its purpose as a strategy of learning and empowerment. Formal writing assignments still took a prominent place in evaluation, but in most instances it was prepared for by informal activities which helped students integrate formal learning with their own thought processes.

The four teachers who made use of journals spoke particularly strongly about the ways in which journal writing helped them deal with issues of gender. Even the teacher quoted above who found it difficult to focus in class upon gender issues reported that he felt comfortable directing the journal assignments toward various aspects of gender in the readings. This teacher of Utopian literature includes as part of the journal component an exercise in creating a Utopian Cegep: though he did not feel that students were able to consider very profound or structural changes, many did include women's equality as one of the improvements. These journals were worth 15% of the total grade. The Humanities teacher who focused her course through photography was able to track student reactions to the class exhibits through their journals. When some particular visual experience appeared to silence part of the class, she was able to penetrate the silence through the journal writing. These journals were worth 20% of the final grade.

Two of these teachers, a male and a female English teacher, experimented for the first time with a 30% journal writing component. Both reported this to be an enormous and exhausting undertaking, but one that neither regretted having risked. The female teacher talked about the hundreds of hours of journal reading time she devoted to these students, and how difficult it was to get the journal writing back to students promptly enough to be useful for class discussion. Students in these classes were asked to read and respond to the literature in the journal before it was taught; the teacher designed discussions around issues raised by students in their journals. Though she wondered if this very strictly followed format might have cut down a little on class spontaneity and discovery, she felt that it moved the course forward in directions that were set by the students and corresponded to their particular interests and demands. She also used the journals for the writing process of formal papers in the course, and this she felt to be extremely effective especially for students who were weak in writing. The journal also allowed her glimpses of student attitude that she would not otherwise have understood; she described how one female student finally used the journal to describe how angry she had been all term with the teacher, a situation which the student had kept to herself until near the end of the course. This particular journal revelation allowed the teacher to make an intervention which helped the student to deal with the last assignment a little more constructively.

The other teacher who used the journal so extensively did so to capture various kinds of processes and reactions which he did not always direct. At one point, he asked the students to record their impressions half way through the viewing of a very violent film which involves a rape scene. He had noted that one young woman left the film part way through the first of the three viewing classes. Upon reading her journal, he discovered that she had found the rape scene very painful due to her own personal experience as a rape victim. This discovery enabled him to make a suitable and informed intervention which would protect both her feelings and her course credit. This teacher found using the journal very valuable overall, though he felt he never arrived at a fully satisfactory approach to evaluating the journal writing. He tried to distinguish between basic passing credit for having done the exercise and additional credit for fuller exploration and insight; he was concerned, however, that such an approach might be discouraging for some students.

Two of the teachers, both women teachers of English, used what they called free writing or informal writing rather than journals. They did not expect students to accumulate a portfolio of such work, but to produce it on demand, often in class, and to receive credit for task completion. Both teachers had classes of first semester students for whom such small informal assignments provided bridges toward longer more complex writing tasks, as well as opportunities to communicate with the teacher. One of these teachers explained that though she uses journals with most of her classes, she has had bad experiences with this kind of assignment with incoming students who either say "Oh I've done journals" as if this high school experience invalidated the exercise, or cannot seem to organize themselves around such a long term task and therefore forget their work or lose it.

It was interesting to note how many of the teachers ensured that formal writing assignments had time to grow during the semester. Two Humanities teachers required oral presentations that were subsequently formalized as term papers. In both instances, students were encouraged to plan the oral with the teacher before presentation, and then use the in-class teacher and student input for improving the work before it was handed in for final grading.

C. STUDENT GROUPS AND GENDER-FAIR EDUCATION

All the teachers made some use of student groups and all gave favourable reports of how such classroom organization provided space for all students to participate in the discourse. Many commented that group work was especially empowering for shy women students who would almost never speak up in the class as a whole. Even the teacher who made least use of this strategy because, as he said, "I just didn't plan things well enough," reported that an exercise of free writing followed by discussion in partners absolutely transformed the atmosphere of the classroom. Another teacher who had, in the past, distrusted small groups because she feared that negative students might dominate these discussions, used this strategy with very specific instructions and very satisfactory results. Still another teacher who had never tried the small group strategy implemented it for the project and was delighted with the results. Teachers who had always used the small group strategy increased their reliance upon it, cutting back on lectures and finding, on the whole, that a time-limited group discussion followed by reports provides a livelier and more interesting classroom climate.

Teachers experimented with both guided and non-guided group work. Some felt that all forms of group work were equally valuable. One teacher felt that the variation in the type of group assignment was the key, and that there might even be an optimum number of times one could use the strategy before it became routine for students. Another teacher always insisted upon an animator and a recorder, and insisted, as well, that these roles rotate from one session to the next. One teacher felt that unless she provided a structure that required each person in the group to speak, the males in the group dominated the discussion as they did in the classroom as a whole. Most of the teachers circulated in the classroom to observe how the groups were functioning and to ensure that all students were participating. Some did observe that participation was unequal and that they could do little to remedy this situation in groups of five or more students. Some teachers gave specific credit for group assignments and some did not.

Only one teacher experimented with the use of permanent peer support partnerships for mutual aid inside and outside the classroom. We had suggested this type of student "group work" as a way of ensuring that quiet, shy or passive students do not "disappear" inside a group as such students tend to disappear in the larger classroom unit. This teacher noted an initial reluctance on the part of these students to form the partnerships, as if they were wary of these seemingly more intimate or intense connections. Once they were made, however, they worked particularly well. She described several instances where the partnerships were instrumental in "holding" students who might otherwise have left the class, discouraged and frustrated: these students were very much helped by their partners. On the whole, partnerships tended to be gender specific, and worked as well for males as for females. They also became seed units for larger group work, as two sets of partners joined together for some aspects of the work.

D. STUDENT CHOICE IN THE GENDER-FAIR COURSE

One of the ways the Model suggests that students be involved in the knowledge production of the gender-fair classroom is that they be given some of the responsibility for generating topics for study, discussion and individual assignments. Though all of the teachers tried to honour this principle, we were struck in particular by the empowering strategies of six of the participating teachers.

Three of these teachers set up quite lengthy processes of choice with respect to oral presentations. Oral presentations were a major component in these particular courses, a component which allowed students to teach each other and to author a broad array of relevant texts for classroom learning. These oral presentations were compulsory, yet each teacher allowed for the very reluctant student either to work with others, to present a pre-recorded audio-visual version of the presentation, or, where appropriate, to request a smaller less threatening audience outside the classroom. Students were guided but not controlled. There seems to have been a good balance of freedom and direction, and student interest in the oral presentations was, apparently, very high.

Each of the teachers handled the oral differently. One English teacher presented a long list of readings not covered in the course and asked students to choose one and to introduce it to the class in whatever way they saw fit. A Humanities teacher asked students to choose their own topics relevant to the course, but as the deadline for topic submission approached, he made a few suggestions for the one third of the class who still had not decided. Another Humanities teacher asked the students to present their own particular experience of the course topic (Housing), an assignment which typically involved an exploration of ethnicity as students interviewed their family members and documented customs, trends and adaptations to North American culture. Since the topic was very open, however, it allowed students brought up in group homes or having survived jail terms to deal with the nature and structure of such institutions.

Another three teachers took the opportunity to open wide the doors of choice, and to allow students to select their assignments from a vast array of options which guaranteed certain basic minimum requirements of reading and writing while allowing students to maximize their opportunities to select preferred types of tasks. One English teacher allowed students to write their essays on any of the many stories covered in the class, and offered running sets of topics throughout the course, the only stipulation being that essays be completed within certain time periods in the course so that he could give appropriate feedback. Another teacher followed our first day opening exercise (see "Teachers' Kit," Appendices 12 and 13) out of that material she designed a very flexible course:

> [T]he emphasis [was] on flexibility which I

> decided should be the main thrust of the pedagogical design. So students did self-directed mini-assignments, dyad work for their papers, group work for the presentation of a story which they chose by lottery, and tests on these stories - most of these assignments actually grew out of the suggestions which they made in the first few classes - I drew up the structure after I'd consulted them....So flexibility was important - chances to rewrite, to make up, to try again, to choose how many questions to answer, to set the topics, and so on....They really appreciated the chance to try again - a lot of them told me that, on many different occasions. It helped establish a kind of trust, a much more relaxed atmosphere, I think.

A third English teacher offered optional tests, topics, and types of exercises; topic creation opportunities; decisions regarding the number of tasks completed, and so on. He commented that students appeared to enjoy both the freedom and responsibility involved in this extremely flexible evaluation **system**.

How does it feel for the teacher to offer students these opportunities for self-directed learning and/or evaluation? One teacher replied as follows:

> Well, it took a lot of energy, let me tell you. I had to spend a lot of time outside of class to give make up tests and so on. But no, I wasn't uncomfortable with it. But I learned something very important, which I am going to put into practice in all my teaching in future. One of the things I really did very conscientiously was tell them WHY I was giving all this felixibility. WHY it was important to me to hear how they thought they could succeed better in some particular format. WHY I wanted to hear how they wanted to be evaluated. I learned how to do this really simply and directly....Don't tell more than you think they want/need to know, but be really sensitive to what they need to know. Three sentences will do it - I did it often before I introduced any kind of choice....It really helps them to know why.

Another teacher described his feelings as follows:

> Well, as I develop as a teacher I am finding that what I am doing more and more is that

> I'm relinquishing control. I am...definitely loosening the structure.... Well, it felt fine. It was fun. But I have to tell you ... as a boy ... when I played with my older brother... for hours and hours... we played statistical games... so I do that on the computer, I mean, and I have fun doing it...and the other thing I would say is that... I am now I think a very patient person and so I was willing, and sometimes it was endless, it seemed endless with some students, to go over what they'd done so far, what was missing, and what they needed to have done....And it has been a most liberating experience for me as a teacher, so in that sense it has changed my life. And because I've been liberated as a teacher, I'm much more liberated as a human being.

E. STUDENT GENDER DIFFERENCE IN GENDER-FAIR EDUCATION

The gender differences which these teachers tended to report included such points as males more fully represented in the general classroom discourse, women writing more personal and self-reflective journals, women marginally more adept at the collaborative work in the classroom, women much more likely to be pressured to take notes for and even, on occasion, to deliver group reports which have been largely the creation of males in the group, men more likely to cause behavioural problems, and men much more likely to rely on stereotypical views of gender in their writing and discussion. There is a slight trend for these teachers to consider women students as more open to and engaged with the material but less expressive in the classroom.

This being said, it must be noted that many of the teachers would hotly contest one or more of the somewhat predictable gender differences listed above. And they would contest these gender distinctions on the basis of their work in the project, on the basis of what they viewed as very careful observation of student behaviour in the gender-fair course.

For instance, one woman English teacher argued that both journals and group work were performed equally well by both women and men. She reported that she was, in fact, surprised at how well the males responded to the gender issues she raised in class, and how comfortable they were with the pedagogy. She found these strategies excellent ways of dealing with male negativity about the study of English, and used both journals and partner work to allow these males to express their feelings and then get on with the task. Another interesting twist to the more predictable observations came from a male English teacher who also observed that the gender issues engaged the men much more than he had thought they would. This teacher reported that, though women students normally do better than men in his English classes. in this one. the men did equally well as the women in the top mark category and better in second level categories. Only one teacher said that he had "three blokes in the back row" who balked. finally. at discussing gender. This does not seem a very high rate of male dissatisfaction.

In fact. far from alienating the males. many of these gender-fair courses seem to have captivated them to quite a substantial degree. One English teacher said that she was so pleased by the understanding and openness expressed by the male students that it was not until several weeks into the course that she realized that they were nevertheless still dominating the classroom. What followed was a very serious classroom discussion of this phenomenon. after which she was able to draw more women students into the discourse. The problem. however. did not disappear. as it surfaced again in the small group discussions. She described the difficulty she had dealing with this recurrence. and how displeased. the second time. the young women were to have attention called to their silence. In order to deal with the issue. she found she had first to ask each student to write his or her ideas down and then to structure the group discussions so that each person had speak-time.

Two men continued to assert that. as they had told us in their earlier interviews and questionnaires. the women in their classes "talk more than the men." We do not know how to deal with this observation. except to set it in context with other such observations which video-taping have brought into question.

However, it was interesting to hear from one of these teachers that the males in his classes "are not allowed to dominate," and we wonder whether, with strong male teachers who exercise such control and authority in the classroom, the male students may pick up the message that their dominant behaviour is unacceptable, and space is therefore left for the women.

Student reaction to matters of sexual orientation were not much discussed in these interviews. One male English teacher had chosen a text in which sexual orientation was explicit, and he reported what he characterized as "the usual incredulity that women would choose to live happily without men." Another male English teacher had chosen a text in which a lesbian relationship was implied but not explicit; this teacher made it explicit for the class and said that he was not aware of any particularly negative reactions. However, the work was the final item on the reading list, and the teacher admitted that he resorted to lecture more frequently in order to finish on time, therefore not asking for quite as much feedback from students as he might have earlier in the course. Homosexuality was discussed in both the Housing and Prejudice classes, as gay magazines on interior decorating were examined in the former, and rights and liberties were discussed in the latter. The topic seemed to be an acceptable one in both cases, though many students felt it important to point out that homosexuality was not something they "agreed with."

F. RACE AND ETHNICITY IN GENDER-FAIR EDUCATION

Though all teachers reported trying to bring issues of racial and ethnic marginality into the discussion, many of them felt they had not dealt with these matters to their satisfaction. One woman English teacher in particular remarked that she had difficulty bringing other kinds of marginality into the gender-fair course. She felt that gender could be discussed without the teaching of concepts, since it draws so greatly upon immediate experience. Her view is that gender has a direct appeal because every person has experience with it, whereas racial and ethnic marginality is not the experience of everyone and has to be conceptualized and explained. Moreover, she said that, for her, connecting gender with other kinds of marginality required the teaching of very sophisticated concepts, and that she therefore was less successful in this area, especially with her first semester, low-skilled students. Her difficulty appears to underline the immense problem for educators in getting past the ways in which these issues of race and ethnicity have been envisaged and defined by white western society. Since "whiteness," for instance, is still the norm in Canadian society, there is little incentive for white people to develop a racial self-consciousness. This teacher did feel, however, that including readings which appealed to a wide variety of ethnic and racial groups was empowering for such students: she gave examples of students doing their best work with readings by authors of their ethnic group.

Courses which focus explicitly upon certain national literatures and therefore draw students from these specific ethnic and racial groups have a particular advantage. A core of sometimes knowledgeable and certainly empathetic learners helps open the subject matter for other students in the classroom, and issues of race and ethnicity are not restricted to depressing studies of victimization. These courses validate their experience in a society in which they are a minority. Even more notable, however, are those courses which allow for ethnicity and race to be introduced by the students themselves, as is the case with the Humanities courses on Prejudice and on Housing. Here students make their own experience, knowledge and biases part of the curriculum. Such knowledge roots the cognition in affect, and students become engaged in dealing with important issues which much of their life and education encourages them to ignore.

The teacher of the Housing course spoke at some length about how the experience of exploring difference often results in an experience of cultural commonality in her classroom. As students look into their family histories and traditional housing practices they see:

> ...how that family lived, and, in most cases, how poor they were. And what gives them, I think, reassurance, is how alike many people, grandparents, great grandparents, in

> different parts of the world, Italy, Greece, Portugal, South America, wherever, how many of them have the same kind of ... rural experience and that peasants lived pretty much the same anywhere in the world...And of course they're always impressed by how much the women did because the women not only worked in the fields but also in the domestic scene... and did all the other things the family needed themselves...so it's an exercise in ... commonality of men and women as well as cultural groups....

The teacher of the course on Prejudice said that he felt that such a focus allows all students a truly equal access to the discourse. He teaches that prejudice is natural to all of us and has to be admitted to be dealt with. It was he, in fact, who warned us in advance that we were likely to find a higher rate of xenophobia at the end of the semester than at the outset, simply because students would have come begun to look at their real feelings. A focus on gender issues is sometimes, he feels, quite silencing and alienating for males, since gender consciousness is not already part of their lives, and they tend to feel as if they are unfairly targeted in discussion. Prejudice, however, is something they can connect with, and as women students introduce gender prejudices, males begin to see the relation between such matters and the prejudices which they are more ready to acknowledge and which women students are also forced to recognize in themselves.

G. CONCLUSION

One of the questions in the interview schedule concerns advice which the teacher might like to offer other teachers, engaged in teaching a gender-fair class. We would like to conclude with the comments of one teacher, since he sums up so expressively so much of what we might try to pull together ourselves:

> ...teachers need to be encouraged to learn methods of confronting statements and sexist things when they pop up because they will pop up. That there's a way of intervening that leaves an impact....One of them would definitely be confrontation, confrontation of what will arise, challenging absurd assumptions about the sexes, both of them, both sexes, "men are, women are," whatever that may be. To sort of raise the issue with the students. And I think teachers have to - I had one teacher tell me we shouldn't be teaching "isms." And I said "Well, you know,

everybody's teaching 'isms.' It's just what you call it or don't call it." And I'd like to be much more open with my "isms" than sort of. I don't want the students to feel as though they've been had, you know. So, I do think that if one is an anti-sexist, he or she should say so, to the students, as part and parcel of the other things they tell their students about their approach to teaching.

CHAPTER VII

OVERALL CONCLUSIONS

This study has combined the articulation of an educational philosophy, from which a pedagogical Model was then constructed, with analyses of both quantitative and qualitative data. It is therefore important to draw conclusions not only from significant results, but from every step of the process. To this end, we have divided our conclusions into several categories: the philosophical and structural characteristics of the study; teachers and teaching; student response to gender-fair education; characteristics and efficacy of gender-fair education; and, finally, the research design. Each of these categories has been treated in some detail.

A. PHILOSOPHICAL AND STRUCTURAL CHARACTERISTICS OF THE STUDY

We have been, from the outset, very committed to developing a theory and model of gender-fair education. We began by researching the subject through readings in both French and English and early in 1991 we formulated our initial description of the Model, circulated to interested teachers under the title "Towards a Definition of Gender-Fair Education." This article, revised, extended and up-dated, was recirculated to participants in the project in 1992, has now been published as "Gender

Fairness in the Classroom: Theory and Praxis," and is used in this report as the opening theoretical discussion (see Chapter I).

Though much research has been produced in this area since 1990, these studies were not available to us when we first began. Consequently, many of our early readings were, *per force*, tangential to our preoccupations with gender fairness, although many contained useful elements. As we continued to pursue our reading and research, we observed that gender must be considered along with other social constructions in our society which may place obstacles in the way of students' learning. These obstacles often relate to race, ethnicity, social class, sexual orientation and /or degree of ableness, all of which, along with gender, are central mediating factors in how students experience school. We made a particular effort to build these latter components into the exercises we prepared for the preparatory "Teachers' Kit" (Appendices 12 and 13), but once again we did not have access to some of the most recent work in this burgeoning field of philosophical inquiry. There is an urgent need in the Cegeps, as in all other post-secondary institutions in Quebec and Canada, to address all of these issues and to formulate appropriate curriculum and pedagogical models.

That being said, however, it is our contention that "Gender Fairness in the Classroom: Theory and Praxis" has made a contribution to the study of gender fairness in curriculum, and that it is one of the first studies to do so.

Feedback on our annotated bibliographies in French and English has also been positive (Appendices 14 and 15). While this pleases us, we fully recognize the need to up-date such bibliographies on a regular basis.

While we took great care to develop "The Teachers' Kit" in both languages, we found that this form of faculty development did not always meet our needs as researchers. It is important to foresee that some teachers, even those with the best of intentions, can feel resistance to being presented with a formulation which, at the outset, may appear to offer them little room for their own contributions. While the exercises in the "Kit" were designed to facilitate the participants' course planning, some teachers not only did not formulate their courses in accordance with the exercises, but appeared not to have read the contents of the "Kit." Although our participants were self-selecting, it nonetheless takes great tact and encouragement to convince faculty who are concerned about academic freedom to follow what appear to be very directive guidelines. Defensiveness might also form as a result of reasoning that, if what we suggest is allegedly so positive and different from their practices, what are we saying about their teaching?

While we still think that the materials in the "Kit" were judiciously formulated and presented, we acknowledge our difficulty in getting teachers to "buy into" our guidelines as faithfully as we had hoped they would do. Some teachers built their courses around specific readings rather than on concepts and pedagogical practices consistent with gender-fair education. A few of the teachers adopted an "add on" strategy to gender issues: they added to their reading lists a few texts which they believed would cover gender adequately. Some teachers seemed very reluctant to adopt new texts which were more congruent with the design we offered in the "Kit." Others did not always point out obvious gender issues in texts they had taught before.

In other words, to some of the teachers, gender fairness is not a "given" in the curriculum. Such teachers must be encouraged to strategize more effectively on the formulation of gender-fair courses rather than simply creating small spaces within their courses for the consideration of gender issues.

Taking into account the natural resistance teachers may have to change, the workshop is a most important site for discussion and sharing of ideas among teachers and with the researchers. We conclude that the teachers who were most likely to cooperate with our suggestions and to teach gender-fair courses with enthusiasm were those who were able to attend our meetings and workshops on the project. There, they were able to reinforce one another's enthusiasm, as well as to share their considerable expertise. These participants were the most enthusiastic, right to the end of the project.

B. TEACHERS AND TEACHING

One theme which arose often when we tried to attract new participants to our research project was that Cegep teachers are often tired and discouraged. Their workload is heavy, they seem to find it increasingly difficult to maintain discipline in their classes, and they do not get much validation from their colleges or from society at large. It is difficult for many teachers who can look forward to at least another fifteen years in the classroom to find the energy radically to reformulate their courses and to change their curriculum and pedagogy. Because there is so little turn-over in faculty and because so many of the faculty have been together in departments for such long periods of time, it is difficult for them to feel energized by the thought of working together on projects such as ours.

Some of these feelings are best illustrated by the following comments made by one of the teachers in an interview with us:

> Oui, c'est le fait que les profs, si on bouge pas plus, si on innove pas plus, et je m'en rends compte aussi, c'est la lourdeur de la tâche, c'est le premier handicap. On fait de qu'on peut avec le temps dont on dispose et... je l'ai et j'ai d'autres collègues dans cette conscience-là, qu'on contribue à accroître les inégalités entre les groupes sociaux de par le type de pédagogie qu'on a. Ceux qui n'ont pas de soutien familial, ceux qui sont pauvres, ceux qui sont démunis, de

> minoritiés défavorisées, c'est pas le système scolaire qui va les aider à s'en sortir.

In our first questionnaire, which interrogated teachers' attitudes and expectations regarding course content and student performance, we found that a significant percentage of all respondents, male and female, recognized gender-linked differences in student attitudes to the curriculum, readings and assignments. Surprisingly, however, a majority of them did not appear to build on their gender-based perceptions in either their pedagogical strategies or course design and readings.

Our second questionnaire on students' attitudes and our interviews with teachers at the end of the first phase of our research indicated that a significant number of teachers were not in tune with the students, were often unaware of student response to the readings and to the pedagogical model in operation in the classroom. Even if they are aware of student resistance within their courses, teachers often turn a blind eye and continue with the curriculum they set down at the beginning of term. It is our impression that there is a certain inflexibility among teachers to initiate change in their courses once the courses are under way.

Since teachers, on the whole, get little support or validation from either their peers or college administrations, it is much harder for them to initiate change than to carry on as they always have. Some teachers dropped out at various stages of the project. Frequently, we found ourselves persuading new teachers to join at a later stage. It is our conclusion that faculty need much encouragement to experiment pedagogically within their own institutions. Such concerns should be a priority in faculty development programmes within the colleges.

Our data has indicated that the influence teachers have on students appears to be significantly related to the gender of both teacher and student. Women teachers seem better able than their male peers to encourage students to adopt new ideas and practices and to deal with their own prejudices.

Finally, we have found that those teachers who claim to have benefitted the most from their participation in this research project began with a strong _a priori_ commitment to improving their classroom climate both generally and in response to gender issues. They were also the most flexible in terms of taking risks for the sake of pedagogy, even if they were initially concerned that gender-fair pedagogy might make them focus too much on process and not enough on content. The risks seem to have been well worth while:

> The ideal is more important in everything in this, like to me it was an ideal teacher's classroom because really it transcended the pedagogy. It transcended the assignments, it transcended the material, it transcended everything, which shows me that they are

> very, very ready and very eager to deal with this issue on a level which is not hostile and angry and requires them to continue the war. I mean, that is my end gut feeling about it. We need to do this. I need to do it all the time because I don't lose my contents. I don't lose my performance demands. Nothing, nothing gets lost in this and there seems to be everything to be gained.

While a commitment to the cause of gender-fair pedagogy was an excellent starting point for the participation in this project, some teachers spoke of positive spin-offs in their personal lives:

> ...I think it came at the right time. I mean, I'm intensely interested in all this material...very keenly interested in it, and I'm very committed to it. And so, here was something that would allow me to put what I would say would be political views into some kind of action. And it has been a most liberating experience for me as a teacher, so in that sense it's changed my life. And because I've been liberated as a teacher, I'm much more liberated as a human being....I'm

> now finding... I am the principal... care giver with my mother and I'm astonished at the amount of patience that I have with my mother who has short term memory problems. I don't think I would have had that before.

C. STUDENT RESPONSE TO GENDER-FAIR EDUCATION

As a result of the students' responses to our questionnaires, it has become very clear to us that the comfort level of the students is central to their appreciation of courses. While many of the students refer to their liking teachers as positive factors in how they experience courses, the most frequently expressed negative adjective was "boring," and the most frequently expressed positive adjectives were "interesting" or "fun." The more participatory the pedagogy, the more positive were the students' responses to their courses. They appreciate being heard and respected, and learning with and from their peers. Certainly, too, the gender of the teacher affects the performance in class and in the assignments and exams of both female and male students.

It has also become clear from the students' remarks that they either did not understand, or perhaps appreciate, the ideological and epistemological frameworks of gender-fair education. It is difficult to interpret whether or not these lacunae are due to resistance to gender fairness and its concomitant focus on race, ethnicity and class, or due to teachers not rendering these preoccupations explicit within the course. If teachers did not outline the general ideas on which courses were constructed and referred to gender only insofar as it arose from a text, it is entirely possible that students did not connect these seemingly discreet instances. This makes us conclude that it is essential for teachers engaged in gender-fair pedagogy to render their purpose explicit rather than depending on implicit values being excavated and connected by the students.

D. CHARACTERISTICS AND EFFICACY OF GENDER-FAIR EDUCATION

On the whole, gender-fair education has emerged from discourse about women. Early Women's Studies was built on positions supporting an equality of opportunity for women and men. It has been our experience that, on the whole, both women and men who were familiar with feminist literature and Women's Studies pedagogy were able to extend themselves and their practices more successfully into gender-fair education than those participants who had little real knowledge of feminist educational and epistemological theory and practice. While we do not know if exposure to feminist pedagogy is a necessary pre-requisite for people engaging in gender-fair education, it appears to be a more sufficient point of departure than does a background in a mythic "gender neutral" education.

It is very clear to us that in designing "fair" courses, it is not sufficient to focus solely on gender. While gender mediates much of people's experience in our society, their experience is also mediated and formed by considerations of class, ethnicity, race, sexual orientation and degrees of ableness. Indeed, some of the responses to our last student questionnaire indicate places where these factors are crucial in explaining differences in student response to some of the situations outlined for them. It is our opinion that current efforts to "include" the above factors in regular Cegep courses and elsewhere in post-secondary education are, at best, at an embryonic stage. There is clearly a need for the development of alternative models to current pretences of "neutrality," and that such models must resist incorporating value systems which produce hierarchies of oppression. This new curriculum and pedagogy should validate each student's situation while at the same time inviting students to interchange their experiences and views in order to enlarge their world pictures. This is a new and fascinating field which requires further research and experimentation.

E. RESEARCH DESIGN

1. Language, Culture and Credibility

From the very outset of our research project, we were anxious to work with teachers from the French Cegeps. To this end, we first worked in 1990-1991 with Louise Poisson, a member of the faculty of Collège Lionel-Groulx, and then in 1991-1992 with Vivianne Silver, a teacher of French as a Second Language at Dawson College. Our initial mailings of questionnaires, which offered the opportunity for respondents to indicate their interest in participating in the development of this research project, did not elicit much interest from francophone men or women. Three francophone women who initially showed interest could not participate in the later developments of the project because they were placed on surplus for 1990-1991 and 1991-1992.

The presence of francophone research partners did not ensure as large a participation of faculty from francophone colleges as we had hoped for. Indeed, given the total size of each reference group, it is clear that the francophone sector is under-represented in our study and that our results are affected by the fact that there are no male francophone teacher participants.

Since 1970, Frances Davis and Greta Hofmann Nemiroff have both developed networks among Cegep English and Humanities teachers. It would seem that personal contacts as the "credibility of the known" play a significant role in attracting participants to a long term teaching project. It is also possible that francophone colleagues associated this project with the anglophone colleges and were not interested in establishing such contacts. We are inclined to think that it takes some moral suasion on the part of researchers and trust on the part of colleagues to enlist wide participation in a project which asks that teachers entertain the possibility of changing their pedagogical approaches. Clearly, personal contact is a central means of achieving the necessary atmosphere for cooperation. We greatly regret the reticence of our colleagues in the francophone Cegeps.

2. Multi-Faceted Collection and Processing of Data

As we conclude the study, we are more convinced than ever that research on pedagogical and curriculum matters must incorporate a judicious mixture of qualitative and quantitative data and analysis. At every stage of the study, we designed strategies to elicit the participants' affective responses to gender and gender fairness as well as to elicit data more susceptible to quantitative analysis.

We regret not having the resources of time and personnel to make on-site visits to watch the classes and to interview some of the students. It is our opinion that such interactions might have further refined our conclusions.

In studies such as this, one needs a qualitative appreciation of the nature of the issue and the responses it elicits among those people closest to the process: the teachers and the students. On the other hand, it is essential to verify what may often be impressions or suppositions by designing ways of quantifying the participants' responses to a particular educational ideology. While we would have appreciated a group of participants more balanced as to the two Cegep language groups, we nonetheless were able to obtain sufficient cooperation from faculty and students to conduct our study. Despite the infinite variables of drop-outs and the variegated way in which teachers designed their courses. we have managed to identify enough trends to indicate to us that gender-fair education and pedagogy are necessary to ensure that both male and female students be prepared for an egalitarian transformation of our society.

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TOWARDS A GENDER-FAIR EDUCATION IN THE CEGEPS: VOLUME II

INCLUDING ALL RESEARCH APPENDICES
AND TEACHING MODEL FOR GENDER-FAIR EDUCATION
IN FRENCH AND IN ENGLISH

BY

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SPECIAL NOTE REGARDING THIS REPORT

This volume of the research report Towards a Gender-Fair Education in the Cegeps includes a complete set of all appendices listed in Volume I. Among those items which were listed but not printed in the first volume are questionnaires, interview schedules, and the various components of the Model for Gender-Fair Education which we have created. The Model in English consists of Appendix 12 and 14; the French Model appears (in French, adapted for francais et philosophie) in Appendices 13 and 15. Further copies of the text of the research report itself, Volume I, are available at a cost of $15; further copies of the present document, Volume II, are available for $12. Please send orders specifying volume number to

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APPENDIX 1

QUESTIONNAIRE FOR TEACHERS : AUTUMN 1990.

1. Gender: Female _____ male______

2. Age: 25-35________ 36-40_______ 41-50________ 51-60______. 61+_______.

3. Level of Educational Attainment: CEGEP ______ Bachelor's level:______Master's level:_________Ph.D.____Other:[please specify]____

4. Discipline[s] of concentration in studies:________________ ____

5. Years of experience teaching at the CEGEP level: 0-5 ___ 6-10 ____ 11-15 _____ 16-20____ 20+____

6. Name of College where you currently work:___________________ ______ ________________________ Department[s]:________________ ____

7. Status: full time: ___________ part time:__________________

8. About your current courses:

A. Please indicate below which are the general subjects and those themes treated within those subjects in your courses. Also please indicate the % of males and females in each course:

Subject	Themes	f%	m%
1.			
2.			
3.			

B. Do you notice any difference in the ways in which female and male students respond to your courses.?

Very different responses______somewhat different responses_____

No difference in response___________.

BEST COPY AVAILABLE

C.i. If you notice attitudinal differences according to gender, would you please indicate by checking the appropriate boxes below where these differences become most apparent.

subject	theme	pedagogy	materials	student tasks	attitude to you.
1.					
2.					
3.					

ii. other areas of difference you may have observed:____________

____

____

D. If you have noticed very or somewhat different responses, do you think female and male students behave the same way in your courses in terms of :

i. Rate of Exceptionally high achievement: yes____ no_____

If the answer is "yes" please elaborate:____________________

____

____

ii. Minimal performance to pass the course: yes ____ no______

If the answer is "yes" please elaborate:____________________

____

____

iii. Dropping out: yes______no_______

If the answer is "yes" please elaborate:____________________

____

____

iv. Rate of failure: yes____ no______

If the answer is "yes" please elaborate:____________________

____

____

v. Rate of disciplinary problems: yes_____no______.

If the answer is "yes" please elaborate: ____________________

____

____

vi. Do you notice any other gender-based differences? If yes, please elaborate.

____

____

____

____

E. If you perceive no differences related to gender, could you speculate why? ______________________________

____

____

____

F. Do your courses respond equally to the needs of both sexes in terms of: [please check off the pertinent categories]

i. Course contents: ________

ii. Bibliography: ______

iii. Pedagogy: ___________

iv. Materials: ________

v. Tasks assigned to students: ____________

vi. Modes of Evaluation: ______________

vii. Other: ____________ If yes, please elaborate: ____________

____

9. Our research on formulating a model for gender-fair education is dependent on the combined experience and advice of our colleagues in English and Humanities. Would you be interested in further participation in this project?

Yes ________ Possibly __________ No _________

10. If you are interested or possibly interested in participating further in this project, would you please sign your name below:

____

[Please print your name above]

THANK YOU FOR YOUR COOPERATION.

APPENDIX 2

Questionnaire exploratoire : Automne 1990

1. Sexe: Féminin_____ Masculin_____

2. Age: 25-30___ 31-40___ 41-50____51-60____61+_____

3. Scolarité atteinte: DEC____Université:1er cycle____

   2e cycle_____3e cycle______Autre formation [spécifiez]:

   ____

4. Discipline(s) et concentration dans les études:________

   ____

5. Nombre d'années d'expérience comme professeur(e) de CEGEP:

   0-5 __ 6-10 ___ 11-15___ 16-20 ___ 20+___

6. Nom du collège où vous travaillez maintenant:_________

   ____

   Département(s):____________________________________

7. Statut: plein temps:________ temps partiel:___________

8. Au sujet des cours que vous donnez maintenant:

A. Indiquez pour chacun des différents cours le sujet et/ou les thèmes traités ainsi que le % d'hommes et de femmes dans chacun de ces cours.

titre du cours ou sujet	thèmes	%f	%m
1.			
2.			
3.			

B. Dans votre expérience passée et présente avez-vous déjà eu l'impression, ou observé des réactions différentes des hommes et des femmes à vos cours?

réactions très différentes____réactions quelque peu différentes______

aucunement différentes_______

C.i. Si vous avez noté des réactions différentes selon les sexes, veuillez les indiquer dans les cases appropriées au moyen d'un √.

titre du cours	thèmes	pédagogie	matériel	tâches des étudiant(e)s	réactions face à vous
1.					
2.					
3.					

ii. Autres catégories de différences:_______________________________

____

D. Dans votre expérience passée et présente avez-vous déjà eu l'impression ou observé des performances différentes des hommes et des femmes à l'égard de:

i. l'atteinte maximale des objectifs: oui___ non____ je ne sais pas___
élaborez:____

____

____

ii. l'atteinte minimale des objectifs pour obtenir la note de

passage: oui___ non____ je ne sais pas_____élaborez:_______

____

____

____

iii. les abondons:oui___ non____ je ne sais pas______

élaborez:____

____

____

iv. les échecs: oui___ non____ je ne sais pas___

élaborez:____

____

____

v. les problèmes de discipline: oui___ non____ je ne sais pas___

élaborez:____

____

____

vi. tout autre comportement différent. SVP élaborez:________

____

____

E. Si vous n'avez noté aucune différence à l'égard des sexes, à quoi attribuez-vous ce phénomène?

____

____

____

F. La question des sexes influence-t-elle d'une façon quelconque la préparation de vos cours?

i. Contenu: beaucoup___ un peu ___ pas de tout ___

SVP élaborez:____

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____

____

ii. Bibliographie: beaucoup____ un peu ___ pas de tout ___

SVP élaborez:____

____

____

iii. Pédagogie: beaucoup___ un peu ___ pas de tout ___

SVP élaborez:____

____

____

iv. Matériaux : beaucoup___ un peu ___ pas de tout ___

SVP élaborez:____

____

____

v. Tâches des étudiants/étudiantes :beaucoup___ un peu ___ pas de tout ____ SVP élaborez:_____________________________

____

____

vi. Modes d'évaluation : beaucoup___ un peu ___ pas de tout ___

SVP élaborez:____

____

____

vii. Autres:[SVP élaborez]_______________________________

____

____

9. Notre recherche qui vise à l'élaboration d'un modèle de pédagogie égalitaire à l'égard des sexes pour l'enseignement de la Philosophie et du Français dépend en grande partie de la cueillette et de la synthèse de vos expériences. Naturellement toutes les informations personnelles que vous nous livrez par ce questionnaire seront gardées confidentiellement.Seriez-vous intéressé(e) à participer aux étapes ultérieures de notre recherche?

oui_____ possiblement_______ non__________

10 Si vous avez répondu "oui" ou "possiblement", indiquez votre nom s.v.p. en lettres moulées.

____

MERCI

APPENDIX 3

STUDENT QUESTIONNAIRE - (PAREA H-91)

To be answered after each part of course

COURSE TITLE: ______________________________ SECTION: __________ DATE: __________

YOUR GENDER : ________ (Male) ________ (Female)

PART OF COURSE: ____

TITLE(S) OF COURSE READINGS:

____

____

____

	YES	NO
1. HOW DID YOU FIND THE SUBJECT MATTER OF THIS PART ?		
a) interesting?	____	____
b) related to your life ?	____	____
c) difficult ?	____	____
2. HOW DID YOU FIND THE READING MATERIAL OF THIS PART ?		
a) interesting?	____	____
b) related to your life ?	____	____
c) difficult ?	____	____
3. HOW DID YOU FIND THE ASSINGMENT(S) (IF ANY) ?		
a) interesting?	____	____
b) related to your life ?	____	____
c) difficult?	____	____
d) related to subject matter and reading material?		
4. WERE YOU PRESENTED WITH ANYTHING WHICH CHALLENGED YOUR VIEWS?	____	____

5. IF YES, HOW DID THIS MAKE YOU FEEL?

- very comfortable ____
- comfortable ____
- uncomfortable ____
- very uncomfortable ____

6. HOW DO YOU FEEL IN THE CLASS DURING THIS PART OF THE COURSE?

- very comfortable ____
- comfortable ____
- uncomfortable ____
- very uncomfortable ____

Verso→→→

7. OF THE FOLLOWING LIST OF TEACHING METHODS/STUDENT TASKS, PLEASE CHECK OFF HOW YOU FELT ABOUT EACH:

Method/Task	Very positive	Positive	Neutral	Negative	Very negative	Not applicable
Class Discussion: ____	____	____	____	____	____	____
Lectures: ____	____	____	____	____	____	____
Group Projects: ____	____	____	____	____	____	____
Exams/tests: ____	____	____	____	____	____	____
Research Papers: ____	____	____	____	____	____	____
Small group discussions: ____	____	____	____	____	____	____
Free Writing: ____	____	____	____	____	____	____
Journals: ____	____	____	____	____	____	____
Oral Presentations: ____	____	____	____	____	____	____
Other (Please state): ____	____	____	____	____	____	____

APPENDIX 4

Questionnaire pour les étudiant(e)s - PAREA H-91

À soumettre après chaque partie importante de cours

TITRE DU COURS: ______________________ CODE DE GROUPE: ________ DATE: ________

SEXE : ________ (M) ________ (F)

TITRE DE LA PARTIE DU COURS: ______________________________

TITRE(S) ET AUTEUR(S) DES TEXTES À LIRE:

____

____

	OUI	NON
1. COMMENT AS-TU APPRÉCIÉ LE SUJET DE CETTE PARTIE DU COURS ?		
- intéressant ?	____	____
- en lien avec tes préoccupations ?	____	____
- difficile ?	____	____
2. COMMENT AS-TU APPRÉCIÉ LES TEXTES QUE TU AS EUS À LIRE ?		
- intéressant ?	____	____
- en lien avec tes préoccupations ?	____	____
- difficile ?	____	____
3. COMMENT AS-TU APPRÉCIÉ LES TÂCHES QUE TU AS EUES À FAIRE POUR CETTE PARTIE DU COURS ?		
- intéressant ?	____	____
- en lien avec tes préoccupations	____	____
- en lien avec le sujet du cours et avec les textes ?	____	____
- difficile ?	____	____
4. AS-TU ÉTÉ AMENÉ(E)S À REMETTRE EN QUESTION CERTAINES DE TES IDÉES?	____	____

5. SI OUI, COMMENT T'ES-TU SENTI(E) FACE À CELA:

- très à l'aise ____ - à l'aise ____
- mal à l'aise ____ - très mal à l'aise ____ -ne s'applique pas ____

6. COMMENT T'ES-TU SENTI(E) EN CLASSE PENDANT CETTE PARTIE DU COURS?

- très à l'aise ____ - à l'aise ____
- mal à l'aise ____ - très mal à l'aise ____

Verso →→→

7. QUELLE ÉVALUATION FAIS-TU DE CES MÉTHODES D'ENSEIGNEMENT ET DE CES TÂCHES :

Méthode/Tâche	Très positif	Positif	Neutre	Négatif	Très négatif	Ne s'applique pas
Discussions en classe:	____	____	____	____	____	____
Lectures:	____	____	____	____	____	____
Travail en équipes:	____	____	____	____	____	____
Examens:	____	____	____	____	____	____
Rapport de recherche écrit:	____	____	____	____	____	____
Discussions en petits groupes:	____	____	____	____	____	____
Discussions:	____	____	____	____	____	____
Ecriture libre:	____	____	____	____	____	____
Journal personnel:	____	____	____	____	____	____
Exposé oraux des élèves:	____	____	____	____	____	____
Autre (précisez):	____	____	____	____	____	____

GENDER-FAIR EDUCATION: TEACHER'S OBSERVATION QUESTIONNAIRE - (PAREA H-91)

Please observe each class carefully during the semester and then fill out one form for each section by May 15, 1991.

NAME. ____________ DEPT.: ________ CEGEP: ____________ DATE: ________

COURSE TITLE: ______________________ SECTION: ____________

1. RATE OF STUDENTS DROP-OUT AND FAILURE

a) DROP-OUTS: # of Males ________ # of Females ________

b) FAILURES: # of Males ________ # of Females ________

c) TOTAL # OF STUDENTS IN COURSE: ____________

2. MARK DISTRIBUTION:

a) 90-100: # of Males ________ # of Females ________
b) 80-89 : # of Males ________ # of Females ________
c) 70-79 : # of Males ________ # of Females ________
d) 60-69 : # of Males ________ # of Females ________
e) 50-59 : # of Males ________ # of Females ________

3 DID YOU EXPERIENCE DISCIPLINARY PROBLEMS?

With males. _____ often _____ sometimes _____ rarely _____ never

With females: _____ often _____ sometimes _____ rarely _____ never

4. IF YOU DO EXPERIENCE DISCIPLINE PROBLEMS, WHICH GROUP IS MOST DIFFICULT TO DEAL WITH?

MALES: ________ FEMALES: ________

Verso →→→

5. OF THE FOLLOWING LIST OF TEACHING METHODS AND STUDENT TASKS, PLEASE CHECK OFF THE ONES YOU USED IN THE COURSE, AND WHAT YOU THINK WAS THE STUDENTS' RESPONSE:

MALE : ♂ FEMALE : ♀

Method/Task	Very positive		Positive		Neutral		Negative		Very negative		Not applicable	
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀
a) Class Discussion:												
b) Lectures:												
c) Group Projects:												
d) Exams / Tests:												
e) Research Papers:												
f) Small group discussions:												
g) Free Writing:												
h) Journals:												
i) Oral Presentations:												
j) Other (Please state):												

6. HAS THE PROCESS OF WORKING WITH THIS PROJECT ALTERED ANYTHING IN THE COURSE OR IN YOUR ATTITUDE TO IT?

a great deal: _____ somewhat: _____ not at all: _____

Please elaborate: _____

7. ADDITIONAL COMMENTS:

PLEASE RETURN TEACHER'S OBSERVATION QUESTIONNAIRE AND STUDENT QUESTIONNAIRES TO:

GRETA NEMIROFF NEW SCHOOL
Dawson College
3040 Sherbrooke Street West
Westmount
H3Z 1A4

PHONE: 931-8731 ext. 1808

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APPENDIX 6

QUESTIONNAIRE à l'intention des enseignant(e)s pour fins d'observation des classes durant le semestre d'Hiver 1991

PAREA H-91

S'il vous plaît, observez chacune de vos classes afin de pouvoir, pour chacune, répondre à ce questionnaire à la fin de chaque partie importante de cours et/ou à la fin de la session.

NOM: ______________________ DÉPARTEMENT: _________ CEGEP: _________ DATE: _______

TITRE DU COURS: ______________________________ CODE DE GROUPE: ______________

---

1. ÉCHECS ET ABANDONS

NOMBRE D'ÉCHECS : # d'hommes __________ # de femmes __________

NOMBRE D'ABANDONS: # d'hommes __________ # de femmes __________

2. RÉPARTITION DES NOTES:

90-100: # d'hommes __________ # de femmes __________
80-89 : # d'hommes __________ # de femmes __________
70-79 : # d'hommes __________ # de femmes __________
60-69 : # d'hommes __________ # de femmes __________
50-59 : # d'hommes __________ # de femmes __________

3. AVEZ-VOUS EU DES PROBLEMES DE DISCIPLINE ?

Avec les hommes: _____ souvent _____ quelques fois _____ rarement _____ jamais
Avec les femmes : _____ souvent _____ quelques fois _____ rarement _____ jamais

4. SI OUI, AVEC QUEL GROUPE CES PROBLÈMES SONT-ILS PLUS DIFFICILES A RÉGLER?

-Homme _____ -Femme ______

Verso →→→

5. PARMI CETTE LISTE DE MÉTHODES D'ENSEIGNEMENT ET DE TÂCHES POUR LES ÉTUDIANT(E)S, IDENTIFIEZ CELLES QUE VOUS AVEZ UTILISÉES ET INDIQUEZ L'ÉVALUATION QUE VOUS PENSEZ QUE LES ÉTUDIANT(E)S EN FERONT:

Homme : ♂ Femme : ♀

Méthode / Tâche	Très positif		Positif		Neutre		Négatif		Très négatif	
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀
a) Discussions en classe:										
b) Lectures:										
c) Travail en équipes:										
d) Examens:										
e) Rapport de recherche écrit:										
f) Discussions en petits groupes:										
g) Ecriture libre:										
h) Journal personnel:										
i) Exposés oraux des élèves:										
j) Autre (précisez):										

6. LE FAIT D'AVOIR PARTICIPÉ À CE PROJET D'OBSERVATION DE VOS CLASSES VOUS A-T-IL AMENÉ(E) À CHANGER QUELQUE CHOSE DANS VOS COURS OU DANS VOTRE ATTITUDE À L'ÉGARD DE VOS COURS OU DE VOS CLASSES?

Beaucoup: _____ Quelque peu: _____ Pas du tout: _____

S.V.P. développez: ______________________________

7. COMMENTAIRES ADDITIONNELS

S.P.V. RETOURNEZ LES QUESTIONNAIRES DES ÉTUDIANT(E)S ET LES VÔTRES À:

GRETA NEMIROFF NEW SCHOOL
Dawson College
3040 Sherbrooke Street West
H3Z 1A4

Téléphone: 931-8731 ext. 1806

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APPENDIX 7

PAREA:- INTERVIEW QUESTIONS

Spring, 1991.

1. Criteria of subject matter:

   a. On what criteria do you base your choice of subject matter for your courses?

   b. To what extent do your gender and the gender of your students affect your considerations?

2. Criteria for readings:

   a. On what criteria do you base your choice of readings for your course?

   b. To what extent do your gender and the gender of your students affect your considerations?

3. Criteria for audio-visual and other materials:

   a. On what criteria do you base your choice of audio-visual and/or other materials for your course?

   b. To what extent do your gender and the gender of your students affect your considerations?

4. Pedagogical methods:

   a. What methods of teaching do you find most useful for your courses and why?

   b. To what extent do your gender and the gender of your students affect your considerations?

5. Criteria for student tasks:

   a. What considerations do you take into account when you design student tasks?

   b. To what extent do your gender and the gender of your students affect your considerations?

6. Criteria for evaluation:

   a. What are your criteria for evaluation in your class?

   b. To what extent do your gender and the gender of your students affect your considerations?

APPENDIX 8

Questions d'entrevue

1. Contenu des cours

a) Sur quels critères choisissez-vous le contenu de vos cours?

b) Dans quelle mesure votre appartenance sexuelle, ou celle de vos élèves, influence-t-elle votre choix?

2 . Lectures

a) Sur quels critères basez-vous votre choix de lectures pour vos cours?

b) même que 1 b)

3. Choix du matériel audio-visuel et autre

a) Sur quels critères selectionnez-vous le matériel audio-visuel ou autre pour vos cours?

b) même que 1 b)

4. Méthodes pédagogiques

a) Quelles sont les méthodes pédagogiques que vous jugez les plus efficaces dans vos cours et pourquoi?

b) même que 1 b)

5. Travaux scolaires

a) De quels facteurs tenez-vous compte quand vous déterminez le travail de vos élèves?

b) même que 1 b)

6. Critères d'évaluation

a) Quels sont vos critères d'évaluation dans votre classe?

b) même que 1 b)

c) Comment mesurez-vous les différentes composantes de votre évaluation?

7. Questions relatives aux disciplines enseignées

a) Quels sont, selon vous, les concepts et pratiques de base de votre discipline?

b) Pensez-vous que ces concepts et pratiques traduisent un point de vue plutôt masculin?

c) Dans quelle mesure et de quelle manière vos cours se conforment-ils à ces concepts et pratiques?

8. Réaction des élèves selon l'appartenance sexuelle

En général, trouvez-vous que les étudiants ne réagissent pas de la même façon que les étudiantes:

a) face à vous?
b) face au contenu du cours?
c) face aux lectures?
d) face aux autres types de matériel pédagogique?
e) face à la pédagogie?
f) face aux travaux scolaires?
g) face à l'évaluation?

9. Discipline

a) Avez-vous des problèmes de discipline dans vos classes?

b) Pouvez-vous les décrire?

c) Les étudiantes vous posent-elles des problèmes différents de ceux que posent les étudiants?

d) Comment cherchez-vous à résoudre ces problèmes?

10. Autres commentaires concernant l'appartenance sexuelle.

APPENDIX 9

GENERAL STUDENT RESPONSES, H91

FIGURE III.7. STUDENT INTEREST IN CORE COURSES, H91.

Question: Did you find the subject matter in this part of the course interesting?

Teacher	Total % of Student		% Yes Girls	% Yes Boys	% No Girls	% No Boys
	Yes	No				
F.Eng.	84%	16%	84.6%	82.3%	15.6%	17.7%
M.Eng.	96%	4%	98.3%	93.9%	1.7%	6.1%
F.Hum.	92%	8%	93.9%	88%	6.1%	12%
M.Hum.	86%	14%	90.5%	80%	9.5%	20%
F.Phl.	92%	8%	95.8%	85.4%	4.2%	14.6%
M.Phl.	80%	20%	78.9%	80.6%	21.1%	19.4%
F.Fr.	-	-	-	-	-	-
M.Fr.	95%	4%	90%	100%	10%	0

F.= Female teacher M. Male teacher
Girls= Female students Boys= Male students

FIGURE III.8. RELEVANCE OF CORE COURSES FOR STUDENT LIVES. H91.

Question: Did you find the subject matter in this part of the course relevant to your life?

Teacher	Total % of Student		% Yes	% Yes	% No	% No
	Yes	No	Girls	Boys	Girls	Boys
F.Eng.	42%	58%	47.1%	36.5%	53.1%	64.5%
M.Eng.	30%	70%	32.2%	25%	67.8%	75%
F.Hum.	62%	38%	66.5%	53.8%	33.5%	46.3%
M.Hum.	57%	43%	53.3%	61.5%	46.7%	38.5%
F.Phl.	60%	40%	72.1%	41.5%	29.9%	59.5%
M.Phl.	47%	52%	44.5%	52.5%	55.5%	47.5%
F.Fr.	-	-	-	-	-	-
M.Fr.	37%	62%	50%	28.6%	50%	71.4%

F.= Female teacher   M. Male teacher
Girls= Female students   Boys= Male students

FIGURE III.9. STUDENT DIFFICULTY WITH CORE COURSES. H91

Question: Did you find the subject matter in this part of the course difficult?

Teacher	Total % of Student		% Yes Girls	% Yes Boys	% No Girls	% No Boys
	Yes	No				
F.Eng.	20%	80%	17.9%	24%	82.1%	76%
M.Eng.	13%	87%	18%	6.9%	82%	93.1%
F.Hum.	18%	82%	14.3%	23.9%	85.9%	76.1%
M.Hum.	32%	68%	20%	46.2%	80%	53.8%
F.Phl.	15%	85%	6.9%	22.9%	93.1%	77.1%
M.Phl.	47%	52%	55.1%	34.5%	44.9%	65.5%
F.Fr.	-	-	-	-	-	-
M.Fr.	8%	91%	12.5%	6.7%	87.5%	93.3%

F.= Female teacher M. Male teacher
Girls= Female students Boys= Male students

FIGURE III.10. EXTENT TO WHICH STUDENTS' VIEWS ARE CHALLENGED BY CORE COURSES, H91.

Question: Were you presented with anything that challenged your views?

Teacher	Total % of Student		% Yes Girls	% Yes Boys	% No Girls	% No Boys
	Yes	No				
F.Eng.	49.1%	50.9%	50.1%	48%	49.9%	52%
M.Eng.	57.2%	42.8%	57.8%	56.2%	42.2%	43.8%
F.Hum.	62%	38%	61%	64%	39%	36%
M.Hum.	38%	62%	33.3%	44.4%	66.7%	55.6%
F.Phl.	58%	42%	61.6%	52.2%	38.4%	47.8%
M.Phl.	65%	35%	68%	59.4%	32%	39.6%
F.Fr.	-	-	-	-	-	-
M.Fr.	56%	44%	41.7%	69.2%	58.3%	30 8%

F.= Female teacher M. Male teacher
Girls= Female students Boys= Male students

FIGURE III.11. STUDENT REACTION TO BEING CHALLENGED. H91.

Question: If you were presented with anything which challenged your views, how did this make you feel?

Tch.	Very Comfort.			Comfort.			Uncomfort.			Very Uncomf.		
	Tot%	%Gls	%Bys	Tot%	%Gls	%Bys	Tot%	%Gls	%Bys	Tot	%Gls	%Bys
F. Eng	15.1	14.6	16	66	69.6	60	17.4	14.6	22	1.5	1.2	
M. Eng	20	12.8	15.4	69	79.5	65.4	11	7.7	19.2			
F. Hum	23	23	23	61	63	57	14	12	17	2	2	3
M. Hum				62.5	66.7	60	37.5	33.3	40			
F. Phl	32	31.1	33.3	53	62.2	41.7	11	4.4	19.4	3	2.2	5.5
M. Phl	22	15.4	36.8	65	66.7	63.2	10	15.4		3	2.5	
F. Fr.	-	-	-	-	-	-	-	-	-	-	-	-
M. Fr.	33		62.5	53	71.4	37.5				14	28.6	

F.= Female teacher M= Male teacher
Gls= Female students Bys= Male students

FIGURE III.12. GENERAL LEVEL OF STUDENT COMFORT IN CLASS. H91.

Question: How did you feel in class during this part of the course?

Tch.	Very Comfort.			Comfort.			Uncomfort.			Very Uncomf.		
	Tot%	%Gls	%Bys	Tot%	%Gls	%Bys	Tot%	%Gls	%Bys	Tot	%Gls	%Bys
F. Eng	24.4	27.6	20	62.7	62.1	64	11	8.2	15	1.8	2	1
M. Eng	33	34.4	31.5	62.5	62.3	61.1	4.5	3.3	7.4			
F. Hum		31.7			64.3			3.6			0.5	
M. Hum	29.7	40	17.6	70.3	60	82.4						
F. Phl	35	38.4	29.8	57.5	58.9	59.1	7.5	2.7	19.1			
M. Phl	31.5	32.7	21.9	68	57.7	78.1	0.5	9.6				
F. Fr.	-	-	-	-	-	-	-	-	-	-	-	-
M. Fr.	33	25	40.7	66.2	58.3	58.3	0.8	16.7				

F.= Female teacher   M= Male teacher
Gls= Female students   Bys= Male students

APPENDIX 10

STUDENT RESPONSE TO PEDAGOGY. H91

FIGURE III.13. STUDENT RESPONSE TO PEDAGOGY: CLASS DISCUSSION.

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	26.8	24.6	28	28.6	-	44.4	40.8	16.7
% Boys	28	14	23.6	50	-	33.3	21.7	24
Positive % Girls	46.1	62.3	44.6	64.4	-	55.6	40.8	56.3
%Boys	42	57	53.1	42.9	-	46.7	63	48
Neutral %Girls	22.4	11.5	23.7	7	-	-	11.8	16.7
%Boys	27	29	19.9	7.1	-	20	10.9	28
Negative %Girls	3.1	1.6	2.1				2.6	8.3
%Boys	2		2				2.2	
Very Neg. %Girls	1.1							2
%Boys	1		.8				2.2	
Not Applic. %Girls	.5		1.6				4	
%Boys			.6					

F.= Female teacher M.= Male teacher
Girls= Female students Boys= Male students

FIGURE III.14. STUDENT RESPONSE TO PEDAGOGY: LECTURES

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	19.5	26.7	17.6	23.6	–	10.1	18.7	9.8
% Boys	18	19	33.3	17.9	–	6.7	14	21
Positive % Girls	47.7	50.6	58.8	47.4	–	89.9	33.3	52.9
%Boys	48	55	33.3	47.3	–	60	25.6	42
Neutral %Girls	24.3	22.7	11.8	23.6	–		41.3	31.4
%Boys	27	19	13.4	29.3	–	26.7	44.2	28
Negative %Girls	4.6		11.8	2.4	–		6.7	5.9
%Boys	3	2.3	13.1	2.4	–	6.6	9.3	6
Very Neg. %Girls	1.5			.9				
%Boys	1	2.3		.1				3
Not Applic. %Girls	2.4			2.1			3.9	
%Boys	3	2.4	6.9	2.1				

F.= Female teacher M.= Male teacher
Girls= Female Students Boys= Male students

FIGURE III.15 STUDENT RESPONSE TO PEDAGOGY: GROUP PROJECTS.

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	7.9		11.2	8.3	-	30	35.1	9.3
% Boys	10		8.3	8.3	-	41.7	20	12.9
Positive % Girls	23.2	12.2	20.8	75.1	-	40	32.4	40
%Boys	21	11	31.1	33.3	-	25	28.9	32.3
Neutral %Girls	16.3	12.2	21.4	8.3	-	30	22.9	29.6
%Boys	23	8	22.3	16.7	-	25	37.8	38.7
Negative %Girls	2.2		3.7	8.3	-		5.4	8
%Boys	6	2	7.9	8.3		8.3	4.4	6.7
Very Neg. %Girls	1.4		.9				1.4	5.6
%Boys	3		1.8				4.4	6.2
Not Applic. %Girls	49	75.6	42				2.8	7.4
%Boys	37	79	28.6	33.4			4.5	3.2

F.=Female teacher M.= Male teacher
Girls= Female students Boys= Male students

FIGURE III.16. STUDENT RESPONSE TO PEDAGOGY: EXAMS AND TESTS.

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	7.9	5.9	13.1	10	-		5.6	4
% Boys	7	2	18.5		-	12.5	4.4	15.6
Positive % Girls	34	29.4	43.2		-	42.9	38.6	36
%Boys	30	37	36.2	20	-	18.8	22.2	40.6
Neutral %Girls	21.4	19.6	31.3	50	-	28.6	28.6	44
%Boys	32	17	32.2	60	-	12.5	40	31.3
Negative %Girls	8.8	2	5.5	30	-		10	8
%Boys	12	2	7.6	20	-		11.1	12.5
Very Neg. %Girls	2.4	2	1.2		-		4.3	6
%Boys	2		1.2		-		6.7	
Not Applic. %Girls	25.5	41.2	5.7	10	-	28.6	12.9	2
%Boys	17	42	4		-	56.3	15.6	

F.= Female teacher   M.= Male teacher
Girls= Female students   Boys= Male students

FIGURE III.17. STUDENT RESPONSE TO PEDAGOGY: RESEARCH PAPERS

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	7.2	3.8	11.1	22.2	-	28.6	6.5	8.3
% Boys	5	2	13.8	21.5	-	21.4	2.6	13.4
Positive % Girls	19.4	22.6	44.1	11.1	-	42.9	40.3	25
%Boys	20	19	29	28.6	-	64.3	36.8	17.2
Neutral %Girls	17.8	28.3	28.2	22.2	-	28.5	29	33.3
%Boys	22	12	32	35.7	-	14.3	28.9	31
Negative %Girls	4.9	5.7	4.2		-		14.9	10.4
%Boys	9		9.9		-		15.9	13.7
Very Neg. %Girls	2.1	1.9	1.1		-		3.2	2.1
%Boys	6		2.8		-		7.9	3.8
Not Applic. %Girls	48.6	37.7	11.3	44.5	-		6.1	20.9
%Boys	38	67	12.9	14.2	-		7.9	20.9

F.= Female teacher M.= Male teacher
Girls= Female students Boys= Male students

FIGURE III.18. STUDENT RESPONSE TO PEDAGOGY: SMALL GROUP DISCUSSIONS

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	17.4	5.4	11		–	50	29	21.6
% Boys	18		9.9	33.3	–	45	18.9	17.1
Positive % Girls	43.6	17.9	24.1		–	33.3	49.3	51
%Boys	44	21	28.8	16.7	–	40	50.9	54.3
Neutral %Girls	20	21.4	23.2		–	16.7	20.3	23.5
%Boys	22	16	21.9	33.3	–	10	20.8	17.1
Negative %Girls	5.1		2.7		–		1.4	3.9
%Boys	6		6		–	5	1.9	5.7
Very Neg. %Girls	1.2		1.2					
%Boys	1		1.3					
Not Applic. %Girls	12.7	55.3	37.8	100			4.3	
%Boys	9	63	31.9	16.7			7.5	5.8

F.= Female teacher M.= Male teacher
Girls= Female students Boys= Male students

FIGURE III.19. STUDENT RESPONSE TO PEDAGOGY: FREE WRITING

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	11.1	2.2	7.6		–	70	31.9	16.7
% Boys	14		6.5	28.8	–	36.8	21.6	13.9
Positive % Girls	29.6	6.5	19.6		–		43.5	35.4
%Boys	29	5	22.7	14.3	–	47.4	43.2	27.8
Neutral %Girls	23.4	6.5	23.2		–	30	11.6	22.9
%Boys	24	5	28.3	28.6	–	10.5	27.5	36.1
Negative %Girls	3.9	2.2	3.1	25	–		2.9	8.3
%Boys	3		3.7		–	5.3		11.1
Very Neg. %Girls	7.8		6		–		1.4	2.1
%Boys	2				–			2.8
Not Applic. %Girls	24.2	82.6	40.9	75			8.7	14.6
%Boys	28	90	38.6	28.6			7.7	8.3

F.= Female teacher   M.= Male teacher
Girls= Female students   Boys= Male students

FIGURE III.20. STUDENT RESPONSE TO PEDAGOGY: JOURNALS

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	8.4	4	7		–	50	18	3
% Boys	9	2	3.3		–	35.7	9.8	
Positive % Girls	20.3	4	10.5		–	37.5	16	6.8
%Boys	20	4	10.4		–	50	24.4	6.9
Neutral %Girls	17	14.3	16.5		–		18	13.5
%Boys	21	9	17.1	40	–	14.3	31.8	17.2
Negative %Girls	6.1		2.5	25	–	12.5	10	4.5
%Boys	8		7.8	20	–		4.9	3.4
Very Neg. %Girls	3	2	.7		–		4.1	
%Boys	5		1.4		–			
Not Applic. %Girls	45.2	75.7	62.8	75			34	72.7
%Boys	37	85	60	40			29.3	72.4

F.= Female teacher M.= Male teacher
Girls= Female students Boys= Male students

FIGURE III.21. STUDENT RESPONSE TO PEDAGOGY: ORAL PRESENTATIONS

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	13.1		3.6		-	12.5	2.1	
% Boys	18		11.9	20	-	6.7	12.5	3.3
Positive % Girls	29.9	10.2	16.5		-	12.5	8.3	6.5
%Boys	27		16.7		-	26.7	15	3.3
Neutral %Girls	16.8		17.6		-	12.5	18.8	7.4
%Boys	16	25	24.6	40	-	26.7	20	10
Negative %Girls	3.6	2	5.4	25	-	25	8.3	14.3
%Boys	4		6.2		-	13.5	5	10
Very Neg. %Girls	3.7		3.6		-		10.4	4.3
%Boys	4		6.2		-		10	3.3
Not Applic. %Girls	32.9	87.8	53.3	75	-	37.5	52.1	67.4
%Boys	31	75	34.4	40	-	26.4	37.5	70

F.= Female teacher M.= Male teacher
Girls= Female students Boys= Male students

APPENDIX 11

TEACHER ESTIMATION OF STUDENT RESPONSE TO PEDAGOGY: H91

FIGURE III.24. TEACHER ESTIMATION OF STUDENT RESPONSE TO PEDAGOGY, H91: CLASS DISCUSSION.

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	6.7	100	18.2			100	100	33.3
% Boys						100	100	
Positive % Girls	93.3		54.5					66.7
%Boys	100	100	54.5					33.3
Neutral %Girls			27.3					
%Boys			36.4					66.7
Negative %Girls								
%Boys			9.1					
Very Neg. %Girls								
%Boys								
Not App. %Girls								
%Boys								

F.= Female teachers M.= Male teachers
Girls= Female students Boys= Male students

FIGURE III.25. TEACHER ESTIMATION OF STUDENT RESPONSE TO PEDAGOGY, H91: LECTURES.

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls								
% Boys								
Positive % Girls	25	100	68.2					100
%Boys	25	100	61.5					66.7
Neutral %Girls	58.3		31.8			100	100	
%Boys	50		38.5			100	100	33.3
Negative %Girls	16.7							
%Boys	25							
Very Neg. %Girls								
%Boys								
Not App. %Girls								
%Boys								

F.= Female teachers M.= Male teachers
Girls= Female students Boys= Male students

FIGURE III.26. TEACHER ESTIMATION OF STUDENT RESPONSE TO PEDAGOGY. H91: GROUP PROJECTS.

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	22.2						33.3	
% Boys	22.2						33.3	
Positive % Girls	22.2		33.3			100	66.7	100
%Boys	22.2		11.1			100	66.7	
Neutral %Girls								
%Boys			11.1					100
Negative %Girls								
%Boys			11.1					
Very Neg. %Girls								
%Boys								
Not App. %Girls	55.6	100	66.7					
%Boys	55.6	100	66.7					

F.= Female teachers M.= Male teachers
Girls= Female students Boys= Male students

FIGURE III.27. TEACHER ESTIMATION OF STUDENT RESPONSE TO PEDAGOGY, H91: EXAMS/TESTS

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls								
% Boys								
Positive % Girls			54.5				100	66.7
%Boys			36.4				100	
Neutral %Girls	90.9	100	45.5					33.3
%Boys	90.9	100	63.6					
Negative %Girls	9.1							
%Boys	9.1							100
Very Neg. %Girls								
%Boys								
Not App. %Girls						100		
%Boys						100		

F.= Female teachers M.= Male teachers
Girls= Female students Boys= Male students

FIGURE III.28. TEACHER ESTIMATION OF STUDENT RESPONSE TO PEDAGOGY, H91: RESEARCH PAPERS.

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls								
% Boys								
Positive % Girls	12.5	100	54.5				100	
%Boys			36.4				100	
Neutral %Girls	12.5		27.3			100		
%Boys	25	100	45.4			100		
Negative %Girls	12.5							
%Boys	12.5							
Very Neg. %Girls								
%Boys								
Not App. %Girls	62.5		18.2					
%Boys	62.5		18.2					

F.= Female teachers M.= Male teachers
Girls= Female students Boys= Male students

FIGURE III.29. TEACHER ESTIMATION OF STUDENT RESPONSE TO PEDAGOGY, H91: SMALL GROUP DISCUSSIONS.

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	23.1	66.7	14.3			100	33.3	
% Boys	23.1	66.7				100		
Positive % Girls	69.2		28.6				66.7	100
%Boys	69.2						100	100
Neutral %Girls								
%Boys			42.9					
Negative %Girls								
%Boys								
Very Neg. %Girls								
%Boys								
Not App. %Girls	7.7	33.3	57.1					
%Boys	7.7	33.3	57.1					

F.= Female teachers M.= Male teachers
Girls= Female students Boys= Male students

FIGURE III.30. TEACHER ESTIMATION OF STUDENT RESPONSE TO PEDAGOGY. H91: FREE WRITING.

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls						100	66.7	
% Boys						100	66.7	
Positive % Girls	18.2						33.3	66.7
%Boys	18.2							
Neutral %Girls	36.4							
%Boys	36.4						33.3	66.7
Negative %Girls								33.3
%Boys								33.3
Very Neg. %Girls								
%Boys								
Not App. %Girls	45.5	100	80					
%Boys	45.5	100	80					

F.= Female teachers M.= Male teachers
Girls= Female students Boys= Male students

FIGURE III.31. TEACHER ESTIMATION OF STUDENT RESPONSE TO PEDAGOGY, H91: JOURNALS.

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	8.3					100		
% Boys						100		
Positive % Girls	25		20					
%Boys	33.3							
Neutral %Girls	8.3							
%Boys	8.3							
Negative %Girls	16.7							
%Boys	16.7		20					
Very Neg. %Girls								
%Boys								
Not App. %Girls	41.7		80				100	100
%Boys	41.7		80				100	100

F.= Female teachers M.= Male teachers
Girls= Female students Boys= Male students

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FIGURE III.32. TEACHER ESTIMATION OF STUDENT RESPONSE TO PEDAGOGY. H91: ORAL PRESENTATIONS.

	English		Humanities		French		Philo.	
	F.	M.	F.	M.	F.	M.	F.	M.
Very Pos. % Girls	7.7	66.7						
% Boys	7.7							
Positive % Girls	76.9		25					
%Boys	76.9	66.7	25					
Neutral %Girls			25					
%Boys			25					
Negative %Girls								
%Boys								
Very Neg. %Girls								
%Boys								
Not App. %Girls	16.4	33.3	50			100	100	100
%Boys	16.4	33.3	50			100	100	100

F.= Female teachers M.= Male teachers
Girls= Female students Boys= Male students

MODEL FOR GENDER-FAIR EDUCATION

"The Teachers' Kit:" Guidelines for Implementation, A92

The following pages contain key components of "The Teachers' Kit" in English and in French provided to teachers participating in the Gender-Fair Project. Included are the Introduction, Teacher Responsibilities, Guide to Designing Gender-Fair Courses, and Exercises for Designing Gender-Fair Courses.

Certain elements of the original "Kit" have been omitted. "The Revised Introduction to Gender-Fair Education" by Fran Davis and Greta Hofmann Nemiroff has been revised again, in accordance with some of the feedback we have received from teachers. This article is now included in this research report as Chapter I "An Overview of Gender Fairness in the Classroom." We also omit "A Summary of Results from the Survey of Student Attitudes and Teacher Observations, H91." That information has been revised, clarified, and expanded, and is included in this research report as Chapter III "Survey of Possible Participants and Their Classes." Selected Annotated Bibliographies, English and French, have been expanded and are to be found in Appendices 14 and 15. The handout on Feminist Pedagogical Strategies has been omitted: discussion of this material is now to be found in Chapters III and VI, in which teachers describe their use of feminist and humanistic teaching methods.

APPENDIX 12

TEACHER KIT FOR GENDER FAIR EDUCATION IN ENGLISH AND HUMANITIES

TABLE OF CONTENTS

1. Introduction

2. Outline of Teacher Responsibilities

3. Guide to Designing Gender Fair Courses in English and Humanities

4. Exercise Guides for Designing Gender Fair Courses

5. A Revised Introduction to Gender Fair Education by Fran Davis and Greta Hofmann Nemiroff, Entitled *Gender Fairness in the Classroom: Theory and Praxis*

6. A Summary of Results from the Survey of Student Attitudes and Teacher Observations, H91

7. A Selected Annotated Bibiliography

8. Feminist Pedaogical Strategies, Reprinted from *A Practical Assessment of Feminist Pedagogy*, 1990.

INTRODUCTION

We are delighted that you will be working with us on our project on Gender Fair Education.

At the outset, we would like to remind you of the way in which the consideration of gender alters every aspect of the discipline(s) which we undertake to teach, every approach to the skills which we wish to impart, and every interaction with the students in our classrooms. If we choose a pedagogy based on gender fairness, we must become self-reflective about our own gender as well as the gender of our students; this self-reflection must be an on-going, integrated and self-critical process throughout the duration of each course. Some of the principles of gender fair education are enunciated in the enclosed revised introduction by Fran Davis and Greta Hofmann Nemiroff, Gender Fairness in the Classroom: Theory and Praxis.

We would also like to stress the importance of the step-by-step pre-processing which we are asking you to undertake. We are all creatures of habit, and gender fairness is not an automatic process for any of us, conditioned as we are by the ideologies of our education and the practices of our lives. Dealing on a day-to-day basis with the issues that will arise in classes devoted to gender fairness will be demanding, requiring prior preparation of how we will handle these issues. Unless teachers think through gender fair courses before we begin to teach them, we are all too likely to fall into habitual behaviours, whether they be of text selection, teaching method or assignment design.

We hope this kit will be helpful to you in your teaching.

TEACHER RESPONSIBILITIES IN THE PROJECT

1. To inform themselves of the theory and practices of gender fair education.

2. To undertake a pre-processing of a gender fair course in English or Humanities which they wish to teach as part of the experimental phase of the project in the fall semester of 1992, using the guidelines provided in this teacher kit, and following the unique focus of the project in which they have agreed to participate.

3. To consult with the researchers during this process with regard to any difficulties or problems which they either have or foresee, and to discuss with the researchers any misgivings they may be experiencing.

4. To provide the researchers with a detailed course outline of the course they have devised, making this course outline available to the researchers as soon as possible, but no later than June 15, 1992. Teachers may choose to teach as many sections of the course as they wish, but only one section may be designated as part of the project.

5. To administer the student attitudinal test "Toward a Gender Fair Education" to the students in one section of the designated course in the first meeting of the class in the fall semester of 1992, to follow the instructions for its administration with exactitude, and to send the completed tests to the researchers.

6. To keep for the researchers a very clear record of the titles and order of the particular readings and audio-visual materials they have used with the class, the exact wording of the assignments they have made, and the precise weighting of the methods of evaluation.

7. To turn to the researchers and to each other as a support network during the semester, and to request voluntary meetings and workshops if they seem to be appropriate.

8. To readminister the student attitudinal test "Toward a Gender Fair Education" in the last two weeks of the semester, following the same procedure as in #5.

9. To submit to the researchers, at the end of the semester, any alterations made to their course descriptions, plus the information requested in #6 (list of materials and assignments).

10. To grant one of the researchers a one half hour interview to discuss the experience of teaching in the project.

THANK YOU!

TEACHER KIT FOR GENDER FAIR EDUCATION

CREATING GENDER FAIR COURSES

I. Finding the Focus, Topic, or Theme

A. Identify your concerns and what you consider to be the concerns of your students regarding gender-related issues in the world in which we live.

B. Choose a theme or focus which you think would work well in a course in your department and Cegep, making sure that it provides real space for the exploration of gender difference and that it will encourage gender differences to surface as intersecting themes in the course.

C. Consider using a fairly broad theme dealing with some aspect of human experience, such as Love, perhaps, or War, which allows for the discussion of how experience is mediated by gender.

D. Consider the "required" aspects of the discipline in which you teach, making sure that your loyalties to the discipline are not at variance with the gender fairness of your focus.

E. Now take Exercise I, Discovering Your Course, and work through the point-form pre-processing outlined both on the face of the diagram and the attached sheets. Write on the sheets provided, so that you will be better able to recall the meaning of this work throughout your participation in the project.

II. Course Materials

A. English

1. Having chosen the focus or theme, choosing the specific course material is the next concern.

2. Balance your reading list as much as possible between female and male authors, female and male focal characters.

3. Select works which either challenge stereotypes within the text or illustrate them in some way which other works in the course will subsequently challenge.

4. We suggest you ensure that other issues of marginalization (race, class, ableness, sexual orientation, etc.) arise from the readings you select.

5. In selecting women authors, it might be important to consider to what degree they present a real consciousness of the problematics of gender.
6. Now take Exercise II, Planning Your Course Content/Skills Objectives:

(a). List at the head of the vertical columns those skills you would like students to acquire or improve in your course.

(b) Down the left hand column, list themes that you foresee arising.

(c). Enter into the appropriate column the titles of works which will address these themes.

(d) Keep this Exercise for completion later on.

B. Humanities

1. Having chosen the focus or theme, choosing the specific course material is the next concern.

2. Before formulating the reading and audio-visual materials list, and taking into account the fact that Cegep Humanities has been conceived of as a multidisciplinary approach to knowledge, identify those disciplines on which you will be calling for your materials.

3. Balance your reading list as much as possible between female and male authors.

4. Examine very carefully the biases, especially with respect to gender, of all materials which you present to students.

5. We suggest that you ensure that your reading materials allow for other issues of marginalization (race, social class, sexual orientation, ableness, etc.) to arise in discussion in a very real way.

6. Your reading list should include some materials which are designed to accomplish the following:

(a) Show students how to read works criticallly with a view to exposing bias. This critical reading can be applied to any material, whether it be ads, news articles, features, or academic studies.

(b) Illustrate bias in ways which the critiques of bias enable students to comprehend.

(c) Discuss the importance of redressing established biases or rebalancing knowledge by frank and open focus on (or even bias in favour of) the ignored and marginalized subjects of research.

7. Now take Exercise II. Planning Your Course Content/Skills Objectives.

(a) List at the head of the vertical columns those skills you would like students to acquire or improve in your course.

(b) Down the left hand column, list themes that you foresee arising.

(c) Enter into the appropriate column the titles of works which will address these themes.

(d) Keep this Exercise for completion later on.

III. Planning Your Pedagogy and Approaches

A. Presenting the Course Outline

1. An important principle of gender fair education is leaving space for students to participate in deciding what they will study.

2. Nevertheless, we all recognize that course outlines must be prepared well in advance of meeting students, approved by curriculum committees, deposited with Deans, and used for the ordering of books in book stores that cannot wait till the last minute to order individually appropriate materials.

3. Therefore, judiciously chosen anthologies or collections of essays which contain more than one can reasonably cover in a semester are appropriate for gender fair education, since they allow for some adjustment by the teacher to the interests and needs of particular groups of students, as well as leaving some material for student selection.

4. The organization of items is a key factor: working from where the students are, to where we want to take them, means starting with something immediately meaningful, and working to establish a frame of reference in which other less immediate items can become more relevant to students' lives. For this reason, it is a good strategy to have a student-captivating in-class reading for the first week.

5. A course outline which leaves a space for student input allows the teacher to respond to what is discovered in the first few weeks. It is important to let students know at the outset that this space will be available to them. Since this knowledge often motivates students, we suggest the course outline state that there is an area of negotiation and that the students will be

engaged in a decision-making process. Often the students are best equipped to do this once they have been introduced to some of the material.

B. Designing Approaches to Themes and Texts

1. Goals of the Discipline

(a) Every discipline dictates some of the procedures which must be followed in order that learning may be encouraged and evaluated. Generally, there is some latitude which allows for gender issues to be considered in this domain.

(b) A first step in planning your gender fair approaches should involve a check list of the skills which your discipline requires of them. Take Excerise II, Planning Your Course Content/Skills Objectives, on which you have already entered your themes, works and skills, and check off the skills which each selection will address. You might notice that some skills are not sufficiently emphasized, and this recognition might make you reconsider your materials at this point. Curriculum formation is an on-going process.

2. Writing as Learning

Learning theory related to writing and gender is highly pertinent to gender fair education. The following are some of the more important principles teachers can draw upon from this body of knowledge.

(a) Research in the area of formal writing has suggested that most of the forms we ask students to master call for a voice and organization that is shaped in the image of the male. Point-driven thesis-based essays are examples of such forms, where individual assertiveness masked by a quasi-objective and impersonal voice calls forth characteristics which our society encourages in males.

(b) Research suggests, on the other hand, that females favour a more personal, connected and intuitive path to both knowledge and the communication thereof, and the forms of writing which they feel most comfortable with are journals, personal essays and process narratives.

(c) We are not suggesting that teachers privilege one form of writing over another, but that they recognize that these trends may exist among their students, and that academia has privileged the male rhetorical forms, often to the point of impoverishing opportunities for expression by both genders.

(d) Taking the above research into account, teachers can encourage students of both sexes to use forms which they are comfortable with, and to experiment with forms less familiar or comfortable for them, without suggesting that the students are somehow deficient because they find any of these forms alien to their ways of thought.

(e) Writing in the learning process is a key strategy in gender fair education, in that it gives every student a space to voice his/her views, to communicate with the teacher and often students as well, to integrate affective and cognitive thinking processes, and to connect new and prior knowledge. We suggest that such writing be an important part of every course, and that students be given some credit simply for doing it to explore their thoughts, rather than being made to feel they must do it to satisfy evaluation criteria. This means that the teacher will be expected to convey to the students the benefits they will get from this kind of writing.

3. Writing Assignments

(a) The Student as Resource

(i) Allowing students a choice of assignments is important not only insofar as classes have heterogeneous interests and concerns, but in that it requires students to make commitments.

(ii) Choice does not necessarily mean merely providing a list of topics of which one must be selected.

(iii) Choice could involve a specific task with a choice of texts to select for the performance of the task. Choice could, on the other hand, involve a specific text, with an open ended task. Most teachers find the needs of the discipline are better served by the former, which still allows for various interest and concerns, provided the texts are carefully chosen.

(iv) Choices should **sometimes** be entirely open-ended, so that students feel free to explore their own connections to the course. This means that they may be asked to devise assignments themselves and/or bring in material for study.

(b) The Teacher as Resource

(i) Guidance is just as important as choice.

(ii) If students are encouraged to make up their own topics, a process which research strongly suggests produces more profound and committed student learning, these topics should be negotiated with the teacher who can help the student clarify goals and limit topics to manageable entities.

(iii) Where students are embarking upon their own research, the teacher should help furnish resources. This is perhaps the richest gift we can make to students: bibliographies and filmographies in the area which they wish to explore, and which our years of scholarship and expertise have made it easy for us to find; lists of relevant institutional and community events; lists of other teachers; relevant resources of the institution. Teachers can also help the students identify possible resources in their own communities or social circles. It is important to remember the level of the students we are dealing with, and how inexperienced they may be with finding reference material and discriminating between reliable and unreliable sources. The best thing we can do for these students is to provide an exciting research experience for them, to whet their appetitie to explore further on their own.

(c) The Class as a Resource

(i) Student assignments should be shared with other students, so that the tasks have more than just teacher audiences.

(ii) Having a peer audience which depends in some way on the information each student provides makes the research/writing more meaningful for students.

(iii) Provided students have been appropriately guided so that they neither move toward inevitable failure nor waste each other's time, they can, by sharing their writing, satisfy one of the central requirements of gender fair education, that all share in the production of knowledge.

4. Inter-Actional Exercises or Learning Tasks

Each class is a unique group of people which has the possibility of sculpting itself into an operant community. This does not happen on its own, but must be facilitated through diverse and dynamic classroom exercises. While it is often absolutely essential to lecture to a class in order to transmit specific knowledge to them, it is also crucial that the class itself contribute to the production of knowledge in a dynamic and collaborative way.

There is much research on the relation of gender and speaking out in the public sphere. It is always interesting to students to precede any assignment involving public presentation with a general discussion of what speaking out means to them. This can bring about a very rich exploration of gender, ethnicity, race, marginalisation, ableness, sexual orientation, stereotypes, appearance.

(a) Oral Presentations

Students often are very frightened of speaking up in public. It is often useful to get them to divide into groups and practice making short oral presentations. Here it is important to emphasize that the medium of speech is different from the written medium. They should be encouraged to work from notes and to critique each other constructively. One good way to make sure the critique is constructive is to give each student a set of small index cards. When one person has finished his/her presentation, students should be asked to write one **criticism** about the **presentation** on one side, and to write something they **like** about the **person** on the other side. This shows people how to differentiate between criticism of **performance** and criticism of the **self.**

A good subject matter may be supplementary reading on the course. Each person could be asked to find and/or read one salient article and bring its central meaning to the class. This shifts the locus of information from being solely focussed on the teacher and increases the students' understanding of how knowledge is produced.

(b) Debate

While debating in its most formal manifestation is clearly a very competitive undertaking, it is possible to organize informal debates...even to discuss with the students what should be good rules for debating. The strength of a debating mode is that it helps people to organize their ideas, to deal with disagreement, and to think on their feet. It is important to introduce debating with some emphasis on its empowering possibilities.

If the class is really divided on a subject, it is a wonderful opportunity to sharpen their thinking and talking skills. Draw a line down the center of the room. This should represent the issue. The pro's should physically place themselves on one side in a relationship to the line through which they can explain their viewpoints. The same with the con's. If people are still not certain about why their classmates and teacher have identified themselves with one or the other position, they can then have a round of "I wonder..." asking the person to elaborate on or clarify his/her position. This is very accepting and non-competitive; it is a good model for understanding how honest disagreements can be treated.

(c) Simulation

This is a great deal of work to prepare, but it an be great fun. Arising from the class discussions, a problem can be identified, and a scenario is fabricated with roles for half the group. One half of the group is designated as the "senario" group and the other half is designated as observors. For example, there may be a simulation of a citizen's group gathering to deal with the plans for a hostel for deinstitutionalized mental patients on their street. Each person in the "scenario" group is given a written description of the part that s/he must play, his/her role values, and his/her hidden agenda: No one else knows any one's hidden agenda. Each person's role and purpose unfoldin the drama. Usually the simulation must be rigged so that there are equal numbers of members playing roles which support and roles which do not support the basic issue or controversy; three persons (a swing vote) who must make up their minds during the simulation should also be included. There must be a time limit...no more than half an hour. People can either get their parts in class, or they can have some time to prepare. Each student in the other half is assigned to observe a particular student and take notes which will become feedback at the end of the simulation. At the end, the participants are asked to think for a moment and jot down a quick evaluation of the experience and what they learned from it. They then meet with their observers and receive their feedback.

The next time, a scenario is written for the other half of the class. While this is a lot of work for the first time, it can of course be used with subsequent classes.

(d) Productions

Paradoxically, students often break into their ideas and abilities through projects which call upon their creativity. They may be asked to break into groups and to put on a skit, to produce a 5 minute video, to make a book or a magazine...anything that will deal with the substantive material in the course. It is important to make sure they understand the material requirements for such projects, and it is good to encourage them to submit to the teacher a proposal form which addresses the relevance of the project to the course, its relevance for themselves, the medium used, and any forseeable problems.

(e) Role Playing

It is often good to have people role play how they would work out an issue which arises through the course material or readings. While it may sometimes be good to have them prepare such things, it helps them develop their confidence when they spontaneously work in dyad or triad role-playing.

Naturally role playing can be turned into the written word in numerous ways: it may be the kernel for a written work the student(s) would like to expand. The experience itself may lend itself to a journal entry about how it felt to work spontaneously with someone else. Discussions related to trust help clarify ideas, stimulate writing, and often bring up gender-related issues.

C. Evaluation

1. Part of the evaluation in every course should be set aside to reward process rather than product, and process should be viewed in as positive a manner as possible. Simply completing all entries in a journal, or working through all required partner tasks should count for something without being corrected.

2. Students should have some input into their evaluation, whether it be a global matter of fulfilling contracts, or submitting self-evaluations with major projects, etc. Teachers may not agree with these assessments, and they must be clear beforehand as to whether the students' input will have any effect on their final grade. Since giving students some responsibility has an educational purpose in helping them experientially understand the process, their self evaluation should be accorded serious attention.

3. It is important to distinguish between evaluation and marking by emphasizing to the students that all evaluative remarks merit serious attention, whether or not they are attached to grades.

E. Planning Your Approach to Individual Works

Take Exercise III, Pedagogical Strategies, and ensure that you have a copy for every work which you wish to include in the course. Complete one sheet for each reading/av selection. This pre-processing will be an invaluable resource as you move through your course next fall, and will help you reflect on gender fair issues early enough to make any appropriate adjustments to your habitual patterns of instruction.

IV. Keeping Students Motivated: Specific Strategies

A. The First Class: Some General Principles

1. It is important to introduce the central concerns of gender-fair education immediately, and to allow each student to form his/her own initial connections with the course, the other students and the teacher.

2. This process is more important in the gender-fair classroom than having the teacher introduce a syllabus on the first day, thereby creating a totally top-down, closed-system impression.

3. Because we are asking you to administer the attitudinal pre-test during the first class, we would like you to follow these guidelines.

4. We recommend that you begin with exercises which involve

(a) individual self-reflection,

(b) some sharing in partnerships of the students' own choosing,

(c) some large group sharing and discussion of class concerns,

(d) provision for the teacher of several pieces of information from each student while still protecting student privacy.

B. The First Class: Two Different Strategies

1. Setting the Agenda: An Opening Exercise

(a) This exercise helps the class to explore and share common concerns which may become part of the curriculum. It is essential that the teacher facilitating this exercise tell students at the outset that they may pass on any point and that there is no pressure on them to reveal anything they don't want to.

(b) The teacher asks the students each to take a piece of paper and write a list of 5 central concerns in their lives that day. They are asked to write them in a vertical list, leaving a large margin for clarification.

(c) The students are then asked to codify their lists in the following way.

(i) Put a "U" for urgent beside anything that should be resolved as soon as possible;

(ii) Put an "L" for later for anything that can take its time;

(iii) Put an "S" for secret for anything that cannot be divulged in this class and make a note of someone you might like to talk to about it somewhere else, if you want.

(iv) Put a "G" for gender for anything that seems to be related to the person's gender. Would they be concerned about this issue in the way they are if they were of the opposite gender?

(v) Put an * beside the concerns which are important to them and which they would be comfortable sharing with the group.

(vi) Give the students index cards and ask them to list on one side those concerns with the *'s.

(vii) Ask the students to form dyads with people they do not know, introduce themselves, and share the concerns they have written on the cards. From their discussion, ask them to come to one common concern related to gender and write it on one of the cards, which they will clip together;

(viii) Do a "tour" of the room, asking each pair simply to tell you the concern they have come up with. Do not comment on their concerns, but write them on the board. Try to get some discussion going on what themes run through the concerns;

(ix) Collect the cards and tell them that you will try to order their concerns and return with some suggestions for course material which will address these concerns.

(x) Between classes, make a list of the concerns and show how you can derive class themes from them.

(xi) In the second class, give each student a copy of what you have prepared from their submissions. This is your first co-production of knowledge: the shared knowledge of the interests of the group. Discuss the material, and have a revised course description available for students in the third class.

2. Opening Exercise: The Here and Now Wheel

This is an excellent exercise for taking the class temperature. In fact it can be done on several occasions over the term.

(a) Ask each person to draw a circle and divide it into four quandrants.

(b) They should then close their eyes and think about how they feel in that classroom at that time and write four adjectives, one in each quadrant.

(c) Ask them to * that feeling which is most prevalent for them.

(d) They should then join up with and introduce themselves to another person they do not know.

(e) They should compare and discuss their "wheels", being encouraged to listen actively, ask questions for clarification, show when they share the other person's feelings.

(f) Ask them to write the date and the time on the paper and save it.

(g) Ask them to do a free write about their wheels and the process of sharing their feelings. Have any of their feelings changed? How would they like to feel in this class by the 15th week?

(h) After the free write, do a tour of the room, asking each person simply to say his/her most prevalent feeling. This is a wonderful way of bringing people together. There will be overlaps and it is very positive for students to realize they are not alone.

(i) The teacher should take in the free writes and return them with responses in the next class.

B. Introducing a New Topic, Genre, Task, Author Etc.

1. One might begin a new section of a course with a five-minute free-write on one of these questions:

(a) What do you already know about _______________?

(b) What do you wish you knew about_________________?

(c) Why do you think it might be important to know about ________________________?

2. After the writing, students might work together with a partner to share ideas and make a list of those they think are most important. They could be given ten minutes to make the list: they could also be instructed on how many items it should contain.

3. The teacher could then begin a list of points on the board, asking each partnership to give the class one NEW idea. At the end of this exercise, the teacher could add his/her own material, introducing the topic in a manner which reflects the interests, questions and needs which the students have revealed.

4. The teacher might add, during this introduction (see #3), some self-disclosure with respect to his/her own particular interests or concerns about the subject.

C. Checking the Pulse

1. One might use the Here and Now Wheel for this purpose. The teacher might ask students to compare the new Here and Now Wheel with that which they created in the opening class; a series of Here and Now Wheels can form an interesting and informative record for students of their affective response to the course.

2. A second way of checking the pulse ties together three strategies: free writing, dyad discussion and teacher self-

disclosure. One could proceed as follows:

(a) Each week, or perhaps every other week, one might take 15 minutes to discuss problems the students might not have had a chance to express. One might begin with a five-minute free-write on one of the following questions, with the teacher writing his/her response as well:

(i) What have you had difficulty with in this course this week?

(ii) How is what you have learned this week connected to your life?

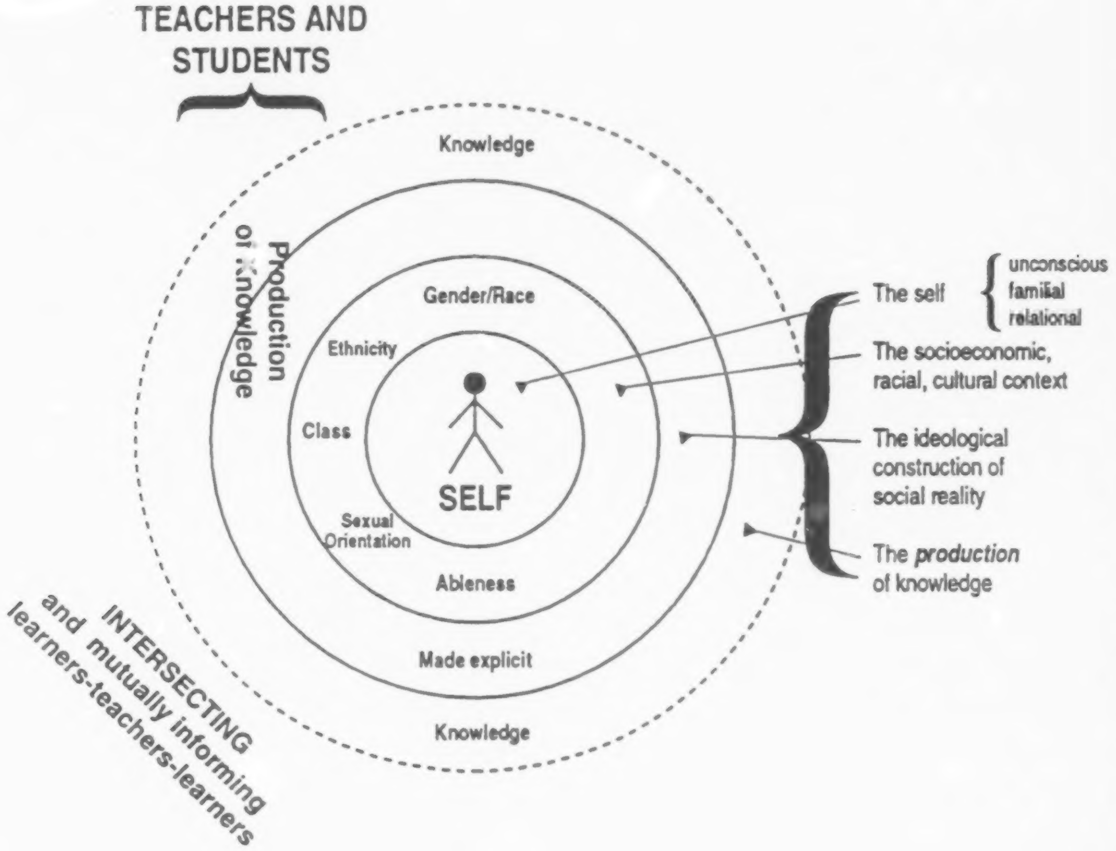
(iii) Describe something you have learned this week, outside of class, that you can relate to what you are learning here.

(b) After the writing, students could share their writing with each other in a partnership for five minutes.

(c) For the last five minutes of class, the teacher might give a resume of his/her response OR a personal reaction to how the exercise has gone OR some other self-disclosure. Of course, if there is extra time, a full-class discussion of student writing can take place. But the exercise can be limited to 15 minutes if the teacher collects the writing, reads it promptly, and integrates some response to it into his/her next class.

THREE TEACHER EXERCISES
FOR PLANNING GENDER-FAIR CORE COURSES

Exercise I: Discovering Your Course


TEACHERS AND STUDENTS
Knowledge
Production of Knowledge
Gender/Race
Ethnicity
Class
SELF
Sexual Orientation
Ableness
Made explicit
Knowledge
INTERSECTING and mutually informing learners-teachers-learners
The self
unconscious
familial
relational
The socioeconomic, racial, cultural context
The ideological construction of social reality
The *production* of knowledge

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A Learning Model for Gender Fair Education

To ensure that this diagram is clear to you, review the pertinent passages of the article *Gender Fairness in the Classroom.*

A. Using the chart on the following page, list ten concerns about gender which you and your students could reasonably be anticipated to share.
B. Propose a course subject which might encompass these concerns.
C. The way any subject matter is regarded depends on many socially constructed assumptions. With attention to the categories on the model above, identify how considerations of gender, race, class, ethnicity, etc. mediate the way in which human experience can be addressed in the course/subject you are considering: that is, what biases and assumptions may be revealed by the theme or subject matter you have chosen? Please list them.
D. How can you operationalize the "requirements" of your discipline to help your students to **produce** rather than **reproduce** the knowledge of the discipline? List these requirements, and how they may be most effectively used.
E. List other essential elements (subject matter, texts, skills, strategies, etc.) which you foresee including in this course.

A. Write down ten issues/concerns about gender which may be important to you and/or your students.

	A. Concerns	**C. Biases to be Dealt With**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

B. Propose a course subject which encompasses these concerns. You might want to show how each one will be met.

C. What biases and assumptions may be revealed by the concerns and larger thematic treat ment you have chosen? Please list them above in the right hand column, beside your concerns.

Exercise II: Planning Your Course Contents/Skills Objectives

Theme	Title of Work	Skill 1	2	3	4	5

1. List at the head of the vertical columns those skills you would like students to acquire or improve in your course.
2. Down the left hand column, list themes that you foresee arising.
3. Enter into the appropriate column the titles of works which will address these themes.
4. Keep this exercise for completion later on.

D. How can you operationalize the "requirements" of your discipline to help your students to **produce** rather than **reproduce** the knowledge of the discipline? List these requirements, and how they may be most effectively used to produce knowledge.

E. List other essential elements (subject matter, texts, skills, strategies, etc.) which you foresee including in this course.

Exercise III: Pedagogical Strategies

A. Title of work:

B. How gender will be addressed in general:

C. How gender will be addressed in particular with relation to:

1. Background material:

2. Individual issues/themes:

3. Language:

4. Literary/artistic/rhetorical devices:

5. Affect for/effect on reader:

Planning for gender fair classes:

1. Lecture material:

2. Writing in the learning process

3. Student inter-action exercises

4. Student tasks for evaluation

Introduction

Nous sommes très heureuses que vous acceptiez de participer à notre projet d'éducation égalitaire à l'égard des sexes.

Pour commencer, nous voudrions vous rappeler à quel point le fait de tenir compte des rapports sociaux de sexe modifie tous les aspects de la ou des disciplines que nous enseignons, chaque approche des habiletés que nous voulons transmettre, ainsi que toutes les interactions professeur-e/élèves. Choisir une pédagogie fondée sur l'égalité des sexes nous oblige à nous interroger sur notre propre appartenance sexuelle et sur celle de nos élèves; cette réflexion sur soi doit devenir un processus permanent, intégré et auto-critique tout au long de chaque cours. Certains des principes de l'éducation égalitaire à l'égard des sexes sont énoncés dans le texte d'introduction révisé de Fran Davis et Greta Nemiroff, L'égalité des sexes en classe: théorie et praxis.

Nous voulons également souligner à quel point il est important de suivre étape par étape la démarche préparatoire que nous vous proposons ici. Nous sommes toutes et tous des créatures d'habitude, et l'égalité des sexes n'a rien d'un processus automatique, conditionnés comme nous le sommes par les idéologies de notre éducation et nos pratiques de vie. Se faire quotidiennement interpeller par les questions qui surgissent dans ce type de cours n'est pas une entreprise de tout repos, et il faut se préparer à y faire face. Si nous n'explorons pas en profondeur ce que représente la pédagogie égalitaire à l'égard des sexes avant de donner ces cours, nous risquons toutes et tous retomber dans nos bonnes vieilles habitudes, qu'il s'agisse du choix de lectures, des méthodes d'enseignement ou des travaux scolaires.

Nous espérons que cette trousse vous sera une d'aide précieuse.

TABLE DES MATIERES

1- Introduction

2- Responsabilités des enseignant-e-s qui participent au projet

3- Comment préparer des cours égalitaires à l'égard des sexes en Français et Philosophie

4- Exercices préparatoires

5- Texte d'introduction à l'éducation égalitaire à l'égard des sexes, de Greta Nemiroff et Frances Davis, version révisée et intitulée L'égalité des sexes en classe: théorie et praxis

6- Bibliographie sélective annotée

7- Stratégies pédagogiques féministes, texte tiré de A Practical Assessment of Feminist Pedagogy, 1990.

RESPONSABILITÉS DES ENSEIGNANT-E-S QUI PARTICIPENT AU PROJET

1- Se familiariser avec la théorie et la pratique de la pédagogie égalitaire à l'égard des sexes.

2- Préparer un projet de cours de Français ou Philosophie égalitaire à l'égard des sexes qu'ils ou elles aimeraient donner dans le cadre de la phase expérimentale du projet à la session d'automne 1992, en se servant des lignes directrices énoncées dans cette trousse et en suivant uniquement l'orientation du projet à laquelle elles et ils ont accepté de participer.

3- Consulter, durant cette démarche, l'équipe de recherche sur tout problème ou difficulté rencontré ou prévu, et discuter avec ces personnes de leurs éventuelles inquiétudes.

4- Fournir à l'équipe de recherche un plan détaillé du cours qu'elles et ils auront préparé, et lui remettre ce plan le plus tôt possible, au plus tard le 15 juin 1992. Les professeur-e-s qui participent au projet pourront enseigner à autant de groupes-cours qu'ils le désirent, mais un seul groupe-cours pourra faire partie du projet.

5- Soumettre à leurs élèves le test d'attitudes "pour une éducation égalitaire à l'égard des sexes" dans le groupe-cours désigné lors de la première rencontre de la classe à la session d'automne 1992; suivre scrupuleusement les instructions indiquées et faire parvenir les formulaires des tests dûment remplis à l'équipe de recherche.

6- Consigner très précisément à l'intention de l'équipe de recherche les titres et l'ordre des lectures et du matériel audio-visuel qu'ils ont utilisés en classe, l'énoncé exact des travaux demandés et la pondération précise des méthodes d'évaluation.

7- S'adresser à l'équipe de recherche ainsi qu'à leurs collègues en cas où ils ou elles ont besoin de soutien durant la session, et demander la convocation de réunions ou d'ateliers si le besoin s'en fait sentir.

8- Soumettre à nouveau aux élèves le test d'attitudes "Pour une éducation égalitaire à l'égard des sexes" lors des deux dernières semaines de la session en suivant les consignes figurant au point 5 ci-haut.

9- Signaler à l'équipe de recherche, à la fin de la session, tout éventuel changement apporté dans leurs descriptions de cours, et lui fournir l'information demandée au point 6 (liste du matériel de cours et des travaux demandés).

10- Accorder à l'équipe de recherche une entrevue d'une demi-heure pour discuter de l'expérience d'enseignement vécue dans le cadre du projet.

MERCI !

Concevoir des cours égalitaires à l'égard des sexes

1- Trouver le sujet ou le thème

A- Dégager les questions qui vous préoccupent et celles qui, selon vous, préoccupent vos élèves en ce qui a trait aux rapports entre hommes et femmes dans le monde où nous vivons.

B- Choisissez un sujet ou un thème qui, selon vous, conviendra bien dans le cadre d'un cours de votre département et de votre cégep; ce sujet doit laisser suffisamment d'espace pour explorer les différences entre sexes et permettre à ces différences d'apparaître comme des thèmes qui recoupent et traversent les questions abordées dans le cours.

C- Pensez à choisir un sujet assez large qui aborde certains aspects de l'expérience humaine comme l'amour ou la guerre, par exemple, sujets qui permettent d'analyser de quelle façon l'expérience est médiatisée par l'appartenance sexuelle.

D- Examinez les aspects "obligatoires" de la discipline dans laquelle vous enseignez, pour vérifier si votre fidélité à votre discipline n'entre pas en contradiction avec l'orientation égalitaire de votre projet de cours.

E- Prenez maintenant l'exercice I, Découvrir votre cours, et suivez point par point la marche à suivre indiquée en dessous du schéma et sur les deux pages suivantes. Écrivez sur les pages qui vous sont fournies, de manière à pouvoir vous référer plus facilement à cet exercice tout au long du projet.

II - Le matériel du cours

A- Français

1- Une fois le sujet ou le thème sélectionné, il faut choisir le matériel de cours approprié.

2- Votre liste de lectures doit, le plus possible, comprendre un nombre égal d'auteurs hommes et femmes, de personnages centraux féminins et masculins.

3- Sélectionnez des lectures qui remettent en question les stéréotypes ou qui en donne une illustration qui pourra être plus tard remise en question par d'autres textes dans le cours.

4- Nous vous suggérons de sélectionner des textes qui abordent d'autres types de marginalisation (race, classe, handicap, orientation sexuelle, etc.)

5- Au moment de sélectionner vos auteurs-femmes, il serait peut-être bon de voir dans quelle mesure elles ont développé une réelle conscience de la problématique des rapports sociaux de sexes.

6- Prenez maintenant l'exercice II, Planification de votre contenu de cours/objectifs d'apprentissage:
a) Indiquez en haut des colonnes verticales les habiletés que vous aimeriez voir vos élèves acquérir ou améliorer dans votre cours.
b) Dans la colonne de gauche, inscrivez les thèmes qui, selon vous, vont apparaître dans le cours.
c) Inscrivez dans la colonne appropriée les titres des ouvrages traitant de ces thèmes.
d) Conservez cette grille que vous compléterez plus tard.

B- Philosophie

1- Une fois votre sujet ou thème choisi, il faut sélectionner le matériel de cours approprié.

2- Votre liste de lectures doit comprendre autant que faire se peut un nombre équivalent d'auteurs masculins et d'auteurs féminins.

3- Examinez très attentivement l'ensemble du matériel que vous présenterez à vos élèves pour déceler les éventuels préjugés et partis pris, en particulier les préjugés sexistes.

4- Nous vous suggérons de faire en sorte que les textes à lire permettent à d'autres problématiques reliées à la marginalisation (race, classe sociale, orientation sexuelle, handicap) d'émerger de façon très concrète au cours des discussions.

5- Votre liste de lectures doit inclure des textes qui auront pour fonction :

a) De montrer aux élèves comment lire des textes de façon critique dans le but d'en faire ressortir les partis pris et préjugés. Cette lecture critique peut s'appliquer à n'importe quel type d'écrit, qu'il s'agisse d'annonces publicitaires, d'articles de journaux ou de recherches universitaires.

b) D'illustrer les préjugés de façon à ce que les critiques de ces préjugés permettent aux élèves de comprendre.

c) De susciter des discussions sur la nécessité de corriger les partis pris établis ou de rééquilibrer le savoir en privilégiant franchement et ouvertement (même avec un parti pris favorable) les sujets de recherches négligés ou marginalisés.

6 - Passez maintenant à l'exercice II, Planification du contenu des cours/objectifs d'apprentissage.

a) Indiquez en haut des colonnes verticales les habiletés que vous aimeriez voir vos élèves acquérir ou améliorer dans votre cours.
b) Dans la colonne de gauche, inscrivez les thèmes qui, selon vous, vont apparaître dans le cours.
c) Inscrivez dans la colonne appropriée les titres des ouvrages traitant de ces thèmes.
d) Conservez cette grille que vous compléterez plus tard.

III - Planifier la pédagogie et les approches

A- Présentation du plan de cours

1- Un des grands principes de la pédagogie égalitaire à l'égard des sexes consiste à laisser aux élèves l'espace nécessaire pour participer aux décisions touchant ce qu'ils et elles vont étudier.

2- Nous savons en revanche qu'il faut préparer nos plans de cours avant de rencontrer les élèves: ils doivent être préalablement approuvés par les comités des programmes et déposés chez les coordonnateurs de secteur; il faut aussi pouvoir commander les livres à l'avance, les librairies ne peuvant attendre la dernière minute pour commander les ouvrages appropriés.

3- On peut donc recourir, quand on fait de la pédagogie égalitaire, à un choix judicieux d'anthologies ou de recueils d'essais; ces recueils contiennent généralement un plus grand nombre de textes que ce qu'on peut raisonnablement couvrir en une session, et l'enseignant-e pourra donc opérer certains ajustements en fonction des intérêts et des besoins exprimés par des groupes d'élèves spécifiques, et les élèves disposeront d'une réserve de textes dans laquelle ils pourront eux-mêmes ou elles-mêmes puiser.

4- L'organisation des éléments du plan de cours est de première importance: quand on veut partir du niveau où en sont les élèves pour les amener au niveau où nous voulons les amener, il faut commencer par quelque chose qui fait tout de suite sens, et chercher à établir un cadre de référence de façon à ce que d'autres éléments moins immédiats puissent se rattacher à ce que vivent les élèves. Pour cette raison, nous conseillons la première semaine de commencer par une lecture en classe susceptible de captiver l'intérêt des élèves.

5- Avec un plan de cours flexible qui laisse aux élèves la possibilité d'avoir leur mot à dire, le ou à la professeur-e dispose d'un certain espace pour réagir et s'ajuster à ce qui se dégage durant les premières semaines. Il est important d'informer dès le début les élèves que cet espace leur est ouvert. C'est une chose qui a souvent pour effet de les motiver, et pour cette raison, il est bon de stipuler dans le plan de cours qu'il y a place pour la négociation et que les élèves prendront part aux décisions. Souvent, les élèves sont mieux équipés pour le faire une fois qu'on les a introduits à une partie du matériel de cours.

B- Concevoir les approches aux thèmes et aux textes

1- Objectifs de la discipline

a) Chaque discipline dicte certaines des procédures à suivre pour stimuler et évaluer d'apprentissage. En général, on dispose d'une certaine latitude pour y insérer les problématiques des rapports sociaux de sexe.

b) Quand vous planifiez vos approches, il faut commencer par dresser la liste des apprentissages exigés par votre discipline en la matière. Prenez l'exercice II, Planification du contenu de cours/objectifs d'apprentissage, sur lequel vous avez déjà inscrit vos thèmes, textes et habiletés, et vérifiez les habiletés que chaque thème apportera. Il se peut que certaines habiletés soient insuffisamment représentées, ce qui pourra éventuellement vous amener à reconsidérer votre matériel de cours sur ce point. Il ne faut pas oublier que la mise sur pied d'un plan d'études est un processus continu.

2- L'apprentissage par l'écriture

La théorie de l'apprentissage qui tient compte du rapport à l'écriture en fonction du sexe répond parfaitement aux besoins de l'éducation égalitaire à l'égard des sexes. Voici quelques-uns des principes majeurs que les enseignant-e-s peuvent tirer de ce corpus théorique:

a) Les études menées dans le champ de l'écriture formelle indiquent que la plupart des formes d'écriture que l'on demande aux élèves de maîtriser exigent un discours et une organisation façonnés sur le modèle masculin. Les dissertations rhétoriques, où il faut démontrer le bien-fondé d'une thèse, en sont un exemple: l'affirmation de soi, masquée derrière un discours impersonnel et quasi objectif, fait appel à des caractéristiques socialement encouragées chez les hommes.

b) D'autre part, les études indiquent que les femmes privilégient un cheminement plus personnel, moins coupé d'elles-mêmes et plus intuitif vers la connaissance et sa communication, et les formes d'écriture avec lesquelles elles se sentent le plus à l'aise sont les journaux intimes, les essais personnels et les récits d'expériences vécues.

c) Il ne s'agit pas ici pour les professeur-e-s de privilégier une forme d'écriture au détriment d'une autre, mais de reconnaître que ces tendances peuvent exister chez leurs élèves et que l'institution scolaire a privilégié les formes de la rhétorique masculine, souvent au point de compromettre les possibilités d'expression des élèves des deux sexes.

d) À partir de ces recherches, les professeurs peuvent encourager les élèves des deux sexes à utiliser des formes d'expression avec lesquelles ils et elles se sentent à l'aise, et à en expérimenter des formes moins familières ou moins faciles; mais il faut éviter de donner aux élèves qui trouvent une de ces formes d'expression étrangère à leur façon de penser l'impression qu'il s'agit d'une quelconque marque de faiblesse.

e) L'apprentissage par l'écrit constitue une des stratégies clés de la pédagogie égalitaire à l'égard des sexes: il donne à chaque élève un lieu pour exprimer ses opinions, communiquer avec le professeur et souvent avec les autres élèves, intégrer les processus de pensée affectifs et cognitifs et faire le lien entre connaissances nouvelles et connaissances acquises. Nous suggérons de faire de cette activité d'écriture une dimension importante de chaque cours, et de sanctionner d'une façon ou d'une autre les élèves qui s'y adonnent simplement pour développer leurs réflexions, sans leur laisser l'impression qu'ils doivent le faire pour répondre aux critères d'évaluation. Le ou la professeur-e devra donc faire comprendre aux élèves les avantages que peut leur offrir cette forme d'écriture.

3- Travaux écrits

a) L'élève comme ressource

i) Il est important d'offrir aux élèves un choix de travaux, non seulement parce que les élèves d'une même classe ont des intérêts et des préoccupations différents, mais parce que cela les oblige à prendre des responsabilités.

ii) Ce choix ne signifie pas nécessairement qu'il suffit de leur fournir une liste de sujets en leur demandant d'en sélectionner un.

iii) On peut par exemple demander un travail spécifique avec un choix de textes à sélectionner pour rédiger ce travail. Il peut s'agir, par ailleurs, de rédiger un travail non dirigé à partir d'un texte précis. La plupart des professeur-e-s estiment que la première solution sert mieux les intérêts de la discipline, parce qu'elle permet encore l'expression d'intérêts et de préoccupations divers, à condition que les textes soient choisis avec soin.

iv) On peut parfois proposer des travaux totalement libres, les élèves ayant alors toute latitude pour explorer leurs rapports personnels avec le cours. On peut alors leur demander de définir eux-mêmes ou elles-mêmes la nature du travail écrit et/ou d'apporter des textes à étudier.

b) Le/la professeur-e comme ressource

i) Savoir guider les élèves est aussi important que le fait de leur laisser une marge de choix.

ii) Si on encourage les élèves à choisir leurs propres sujets, processus qui, si l'on en croit les recherches, assure un apprentissage plus approfondi et plus motivé, ces sujets doivent être négociés avec le ou la professeur qui peut aider les élèves à clarifier leurs objectifs et à faire en sorte qu'ils et elles ne se lancent pas dans des sujets trop ambitieux.

iii) Lorsque les élèves entreprennent leur propre recherche, il faut les aider à trouver les ressources dont ils et elles ont besoin. C'est peut-être là le plus précieux cadeau que nous puissions leur faire: grâce à nos années d'études et d'expérience, nous sommes en mesure de localiser rapidement les bibliographies et filmographies qui se rapportent au champ qu'ils ou elles veulent explorer; nous pouvons les informer sur les événements organisés dans l'établissement et dans la communauté et qui se rapportent au sujet, leur fournir des listes de professeurs et leur indiquer les ressources appropriées existant dans l'établissement. On peut aussi aider les élèves à trouver des ressources possibles dans leurs propres communautés ou cercles sociaux. Il ne faut jamais oublier le niveau des élèves avec qui on travaille, et à quel point ils et elles peuvent être inexpérimentés pour ce qui est de trouver le matériel de référence et de distinguer les sources fiables de celles qui ne le sont pas. La meilleure chose que nous puissions faire dans ce cas, c'est de leur fournir l'occasion de vivre une expérience de recherche passionnante, de stimuler leur soif de poursuivre leurs propres recherches.

c) La classe comme ressource

i) Les travaux des élèves doivent être transmis à d'autres élèves, pour qu'ils ne soient pas lus uniquement par le ou la professeur-e.

ii) Le fait de transmettre son travail à ses camarades qui, d'une certaine manière, dépendent de l'information fournie par chaque élève, donne plus de sens à la rédaction/recherche.

iii) À condition que les élèves aient été suffisamment bien guidés pour ne pas se diriger vers un échec inévitable ni faire perdre leur temps à leurs camarades, le fait de faire lire leur travaux aux autres répond à l'une des exigences prioritaires de la pédagogie égalitaire à l'égard des sexes, qui veut que la production de savoir soit partagée par tout le monde.

4- Exercices interactifs ou tâches d'apprentissage

Chaque classe représente un rassemblement unique de personnes qui a la possibilité de se constituer en communauté active. Cela ne va pas de soi, mais on peut y contribuer par des exercices diversifiés et dynamiques en classe. S'il est souvent absolument indispensable de donner un cours à la classe pour transmettre des connaissances spécifiques, il est aussi primordial que la classe contribue elle-même à la production du savoir dans un esprit dynamique de collaboration.

Un grand nombre de recherches ont été menées sur les rapports entre l'appartenance sexuelle et le fait de prendre la parole en public. Il est toujours intéressant pour les élèves de faire précéder tout travail impliquant une présentation orale d'une discussion générale sur ce que signifie pour eux et pour elles le fait de s'exprimer oralement. On peut ainsi susciter des discussions très enrichissantes sur les rapports sociaux de sexe, l'appartenance ethnique, raciale, sur la marginalisation, le fait d'être porteur d'un handicap, l'orientation sexuelle, les stéréotypes, l'apparence.

(a) Présentations orales

Les élèves ont souvent très peur de parler en public. Il est utile de leur demander de se séparer en petits groupes et de s'exercer à donner de courtes présentations orales. Il faut ici bien mettre l'accent sur le fait que l'expression verbale est différente du médium écrit. On doit les encourager à travailler à partir de notes et à se critiquer mutuellement dans un esprit constructif. Pour que la critique soit vraiment constructive, on peut par exemple remettre à chaque élève un paquet de petites fiches. Après chacune des présentations, on leur demande d'écrire une critique de la présentation au recto de la fiche et d'indiquer ensuite au verso quelque chose qu'ils ou elles ont aimé chez la personne qui a fait la présentation. C'est une façon de leur apprendre à faire la différence entre critique de la performance et critique de la personne.

Il peut s'agir, par exemple, d'un texte supplémentaire se rapportant au cours. On demande à chaque élève de trouver et/ou de lire un article très pertinent et d'en présenter le sens principal à la classe. C'est une façon de déplacer la source de l'information habituellement centrée sur le ou la professeur-e, et de permettre aux élèves de comprendre comment s'effectue la production de savoir.

b) Les débats

Le débat, sous ses aspects les plus formels, reste de toute évidence quelque chose de très compétitif, mais on peut toujours organiser des débats informels... et même engager une discussion avec les élèves pour voir quelles seraient les meilleures règles à se donner. On juge de la qualité d'un mode de débat en regardant dans quelle mesure il permet aux interlocuteurs d'organiser leurs idées, de faire face aux désaccords et de penser par eux-mêmes. Il est important d'introduire la question des débats en soulignant le fait que c'est une activité qui nous permet de développer nos moyens et notre pouvoir.

Si la classe s'avère radicalement divisée sur un sujet, c'est l'occasion idéale pour les élèves de raffiner leurs aptitudes à réfléchir et à s'exprimer verbalement. Tracez une ligne au centre de la salle de classe. Elle représente le sujet en litige. Les "pour" se placent d'un côté de la ligne de façon à pouvoir exprimer leurs points de vue, et les "contre" font la même chose. Si certaines personnes ne savent pas pourquoi leurs camarades et leur professeur-e les ont identifiées à l'une ou l'autre position, on peut procéder à un tour de table en demandant à ces élèves de développer ou de clarifier leur position. Il s'agit d'une procédure très positive et non compétitive, qui constitue un bon modèle pour comprendre comment traiter des désaccords honnêtement formulés.

c) Simulation

Cet exercice demande une grande préparation, mais peut s'avérer des plus divertissants. On choisit un problème soulevé lors d'une des discussions de la classe, et on élabore un scénario en attribuant des rôles à la moitié des élèves. On désigne cette moitié de la classe comme le groupe "scénario", l'autre moitié jouant le rôle d'"observateurs". Il peut s'agir, par exemple, de jouer le rôle de résidents d'un quartier qui se réunissent pour discuter de l'implantation, sur la rue où ils habitent, d'un foyer pour malades mentaux désinstitutionnalisés. On donne à chaque personne du groupe "scénario" une description écrite du rôle qu'elle doit jouer, des principes défendus par son personnage et de ses "intentions secrètes". Personne d'autre ne connaît ce dessein secret. Les rôles et intentions de chaque personne vont se dévoiler au cours de la simulation. En général, il faut organiser les choses de façon à ce qu'il y ait autant de personnages qui appuient le projet en jeu que de personnes qui ne l'appuient pas, en ajoutant trois personnes (vote déterminant) qui doivent se faire une opinion au cours de la "pièce". Il faut s'imposer une limite de temps, une demi-heure au plus. Les élèves peuvent apprendre leur rôle en classe, ou on peut leur donner du temps pour se préparer. Chaque élève appartenant au groupe "observateur" a pour tâche de suivre un ou une élève du groupe "scénario" et de prendre des notes pour donner leurs commentaires à la fin de l'exercice. À la fin, on demande aux personnes du groupe "scénario" de réfléchir un moment et de jeter sur papier une rapide évaluation de cette expérience et de ce qu'elles en ont retiré. Ensuite, elles rencontrent leurs "observateurs" respectifs pour entendre leurs commentaires.

La fois suivante, on écrit le scénario pour l'autre moitié de la classe. Si cet exercice exige beaucoup de travail de préparation la première fois, on peut bien sûr le reprendre à d'autres occasions.

d) Productions

Paradoxalement, les élèves se mettent souvent à découvrir leurs idées et leurs habiletés à travers des projets qui font appel à leur créativité. On peut leur demander de se diviser en petits groupes et de préparer un sketch, de produire un vidéo de 5 minutes, d'écrire un livre ou une revue, ou d'entreprendre tout projet abordant les questions traitées dans le matériel de cours. Il est important pour les élèves de mesurer les exigences pratiques de ces projets; le ou la professeur-e doit les inviter à lui soumettre une proposition où ils et elles expliqueront la pertinence de leur projet par rapport au cours, par rapport à eux-mêmes ou à elles-mêmes, et parleront du médium utilisé et de tout éventuel problème à prévoir.

e) Jeux de rôles

Il est souvent utile que les élèves s'adonnent à des jeux de rôles pour voir comment traiter une question soulevée dans le matériel de cours ou les lectures. Il peut être parfois utile de leur demander de se préparer à l'avance, mais les jeux de rôles spontanés en équipes de deux ou trois leur permettent de développer leur confiance.

Naturellement, le jeu de rôles peut ensuite être traduit sous forme écrite de multiples façons: il peut devenir le noyau d'une recherche écrite que l'élève (ou plusieurs élèves) aimerait développer plus en profondeur. L'expérience elle-même peut constituer un élément de journal personnel où l'élève décrit ses impressions sur le fait de travailler spontanément avec une autre personne. Les discussions qui touchent à la question de la confiance aident généralement les gens à clarifier leur idées, les incitent à écrire et soulèvent souvent des questions relatives aux rapport entre les sexes.

C- Évaluation

1- Dans chaque cours, l'évaluation doit en partie porter sur la reconnaissance de la démarche de l'élève plutôt que sur sa production, et ce, dans l'esprit le plus positif possible. Le fait de simplement remplir son journal, ou de participer à toutes les activités en équipe demandées, devrait compter sans avoir à être corrigé.

2- Ils est bon que les élèves aient leur mot à dire dans l'évaluation : il peut s'agir d'une évaluation générale de leur participation au cours, d'une auto-évaluation dans le cas de projets majeurs, etc. Il peut arriver que le ou la prof ne soit pas d'accord avec ces jugements; il ou elle doit donc, au préalable, dire clairement aux élèves si leur jugement comptera d'une façon ou d'une autre dans leur note finale. Le fait de donner aux élèves une certaine responsabilité répond à un objectif pédagogique en ce que cela les aide à comprendre de façon expérientielle le processus; c'est pourquoi il importe de prêter beaucoup d'attention à leur auto-évaluation.

3- Il est important de faire clairement la distinction entre évaluation et notes en insistant sur le fait que les élèvent doivent porter une grande attention à tous les commentaires formulés sur l'évaluation, qu'ils soient ou non reliés à la note.

E- Planifiez votre approche de chaque lecture

Prenez l'exercice III, Stratégies pédagogiques, et vérifiez si vous en avez un exemplaire pour chaque ouvrage ou texte que vous désirez inclure dans le cours. Remplissez une fiche pour chaque lecture sélectionnée. Cet exercice préparatoire vous sera extrêmement précieux lorsque vous donnerez votre cours l'automne prochain; il vous aidera à réfléchir sur la problématique de l'égalité des sexes assez tôt pour avoir le temps de réajuster votre pratique d'enseignement habituelle.

IV- Maintenir la motivation des élèves: stratégies spécifiques

A- Le premier cours: quelques principes généraux

1- Il est important de tout de suite présenter aux élèves les principes fondamentaux de l'éducation égalitaire à l'égard des sexes, et de permettre à chacun et chacune de se faire une première idée de ses rapports avec le cours, les autres élèves et le ou la professeur-e.

2- Dans un cours égalitaire à l'égard des sexes, cette démarche compte plus que la présentation par le ou la professeur d'un syllabus le premier jour, qui crée l'impression d'un système totalement fermé.

3- Comme nous vous demandons d'administrer le test d'attitudes préliminaire durant le premier cours, nous vous conseillons de suivre les présentes lignes directrices.

4- Nous vous recommandons de commencer par des exercices qui permettent:

a) la possibilité pour chacun et chacune de réfléchir sur soi;

b) la possibilité pour les élèves d'échanger en équipes de deux sur leurs propres choix;

c) des échanges et discussions en grand groupe sur les questions qui préoccupent la classe;

d) l'occasion pour le ou la professeur-e de recueillir auprès de chaque élève certains éléments d'information, tout en protégeant la vie privée des élèves.

B- Le premier cours: deux stratégies différentes

1- Établir le programme: un exercice d'introduction

a) Cet exercice permet à la classe d'explorer et de discuter de certaines préoccupations communes que l'on pourra ensuite inclure dans le programme. Il est essentiel de prévenir dès le début les élèves qu'ils ou elles ne sont pas obligés de répondre à toutes les questions et qu'on ne fera aucune pression pour les inciter à révéler des choses qu'ils ou elles préfèrent taire.

b) Le ou la professeur-e demande à chaque élève de prendre une feuille de papier et d'y énumérer cinq préoccupations majeures de leur vie actuelle, en laissant à côté de chacune assez de marge pour ajouter d'éventuelles précisions.

c) Les élèves doivent ensuite codifier les éléments de la liste comme suit:

i) La lettre U pour "urgent" à côté du ou des problèmes à régler le plus vite possible;

ii) Les lettres MP - moins pressant- à côté des problèmes qui peuvent attendre;

iii) La lettre C - confidentiel - pour toute chose qui ne peut être divulguée dans la classe en indiquant le nom d'une personne avec qui on aimerait en discuter ailleurs, si on le désire;

iv) La lettre AS - appartenance sexuelle - pour toute chose qui semble reliée au sexe de la personne. Est-ce que ce problème les préocuperait de la même façon s'ils appartenaient à l'autre sexe?

v) Un astérisque - * - pour les problèmes qu'ils ou elles trouvent importants et seraient prêts à discuter avec l'ensemble de la classe.

vi) Remettez aux élèves des fiches-repères en leur demandant d'inscrire au recto les problèmes identifiés par un astérisque.

vii) Demandez-leur de se joindre à une personne qui leur est inconnue, de se présenter et de parler des problèmes inscrits sur leur fiche respective. À partir de cette discussion, il leur faudra identifier un problème commun relié aux rapports entre sexes et l'écrire sur l'une des deux fiches qu'ils attacheront ensemble.

viii) Faites ensuite un "tour de table" en demandant à chaque équipe d'indiquer simplement le problème qu'elle a identifié. N'émettez aucun commentaire sur le choix des équipes, et inscrivez chaque problème au tableau. Essayez d'engager une discussion pour dégager les thèmes que l'on peut rattacher aux problèmes indiqués;

ix) Ramassez les fiches en indiquant aux élèves que vous allez faire une compilation des problèmes mentionnés et que vous reviendrez avec des suggestions de matériel de cours traitant de ces questions.

x) Entre les classes, faites une liste des problèmes et essayez d'en tirer des thèmes pour le cours.

xi) Lors du deuxième cours, remettez à chaque élève un exemplaire de ce que vous aurez préparé à partir de ce qu'ils et elles vous auront remis. Il s'agit là votre première co-production de savoir: le savoir partagé des intérêts du groupe. Discutez du matériel de cours, et révisez votre plan de cours dont vous communiquerez la nouvelle version à la classe lors du troisième cours.

2- Exercice d'introduction: le cercle "Ici et maintenant"

Cet exercice vous permettra de prendre la température de la classe. On peut d'ailleurs le répéter à plusieurs reprises au cours de la session.

a) Demandez à chaque élève de dessiner un cercle et de le diviser en quatre quartiers.

b) Les élèves doivent alors fermer les yeux et réfléchir à la façon dont ils et elles se sentent dans la classe au moment présent; ils et elles écrivent alors un adjectif correspondant dans chacun des quarts de cercle.

c) Demandez-leur de cocher (un astérisque) le sentiment qui est à leur avis dominant.

d) Chaque élève doit ensuite s'associer avec une personne qui lui est inconnue; les deux partenaires doivent se présenter.

e) Les équipes de deux doivent comparer et discuter de leurs "cercles" respectifs. Chaque partenaire doit écouter l'autre attentivement, poser des questions quand ce n'est pas clair, signaler à l'autre tout sentiment que lui-même ou elle-même partage.

f) Demandez aux élèves d'inscrire la date et l'heure sur la feuille de papier et de conserver ce document.

g) Demandez-leur de rédiger un texte libre sur leur propre cercle et sur la démarche qu'ils et elles viennent de faire. Est-ce que certains de leurs sentiments ont changé? Comment aimeraient-ils/elles se sentir dans cette classe lors de la quinzième semaine de la session?

h) Après le texte libre, faites un tour de la classe en demandant à chaque personne de mentionner le sentiment qui prédomine chez elle. C'est une excellente façon de rapprocher les gens. Certains sentiments seront partagés par plusieurs personnes et c'est très positif pour les élèves de découvrir qu'ils/elles ne sont pas seuls.

i) Le/la professeur-e doit ensuite ramasser les textes libres et les rendre accompagnés de commentaires au prochain cours.

B- Introduire un nouveau sujet, genre, ouvrage, auteur, etc.

1- On peut débuter une nouveau groupe-cours par cinq minutes de rédaction libre à partir de l'une des questions suivantes:

a) Que savez-vous déjà de ______________________________?
b) Qu'aimeriez-vous savoir sur ____________________________?
c) Pourquoi, à votre avis, peut-il être intéressant de connaître______________________________
____?

2- Après cet exercice d'écriture, les élèves peuvent travailler en équipes de deux pour échanger leurs idées et faire la liste de celles qui sont à leurs yeux les plus importantes. On peut leur donner dix minutes pour le faire; on peut également limiter le nombre d'éléments à inscrire sur la liste.

3- Le/la professeur-e peut alors commencer à écrire les éléments de réponse au tableau, en demandant à chaque équipe d'en indiquer un qui soit NOUVEAU; à la fin de l'exercice, il ou elle pourra ajouter ses propres idées, et introduira le sujet d'une manière qui traduise les intérêts, les questions et les besoins exprimés par les élèves.

4- Au cours de cette introduction, le/la professeur-e peut révéler au élèves (voir #3) en quoi le sujet l'intéresse ou le/la préoccupe personnellement.

C- Prendre le pouls de la classe

1- Pour ce faire, on peut reprendre l'exercice du cercle "Ici et maintenant". Le ou la professeur-e demande aux élèves de comparer leur nouveau cercle avec celui du premier cours; la répétition de cet exercice donnera aux élèves un portrait intéressant et informatif de l'évolution de leurs réactions affectives tout au long de la session.

2- On peut aussi prendre le pouls de la classe en combinant trois stratégies: écriture libre, discussions en équipes de deux et révélation par le/la professeur-e de ses intérêts et motivations personnels. Voici une façon de procéder:

a) Chaque semaine, ou toutes les deux semaines, on peut réserver 15 minutes pour discuter des problèmes dont les élèves n'ont pas eu la possibilité de parler. On peut commencer par cinq minutes de rédaction libre à partir de l'une des questions suivantes, le/la professeur-e participant aussi à l'exercice:

i) Qu'est-ce qui vous a posé des difficultés dans ce cours cette semaine?

ii) Cette semaine, avez-vous appris quelque chose qui avait un rapport avec votre propre vie?

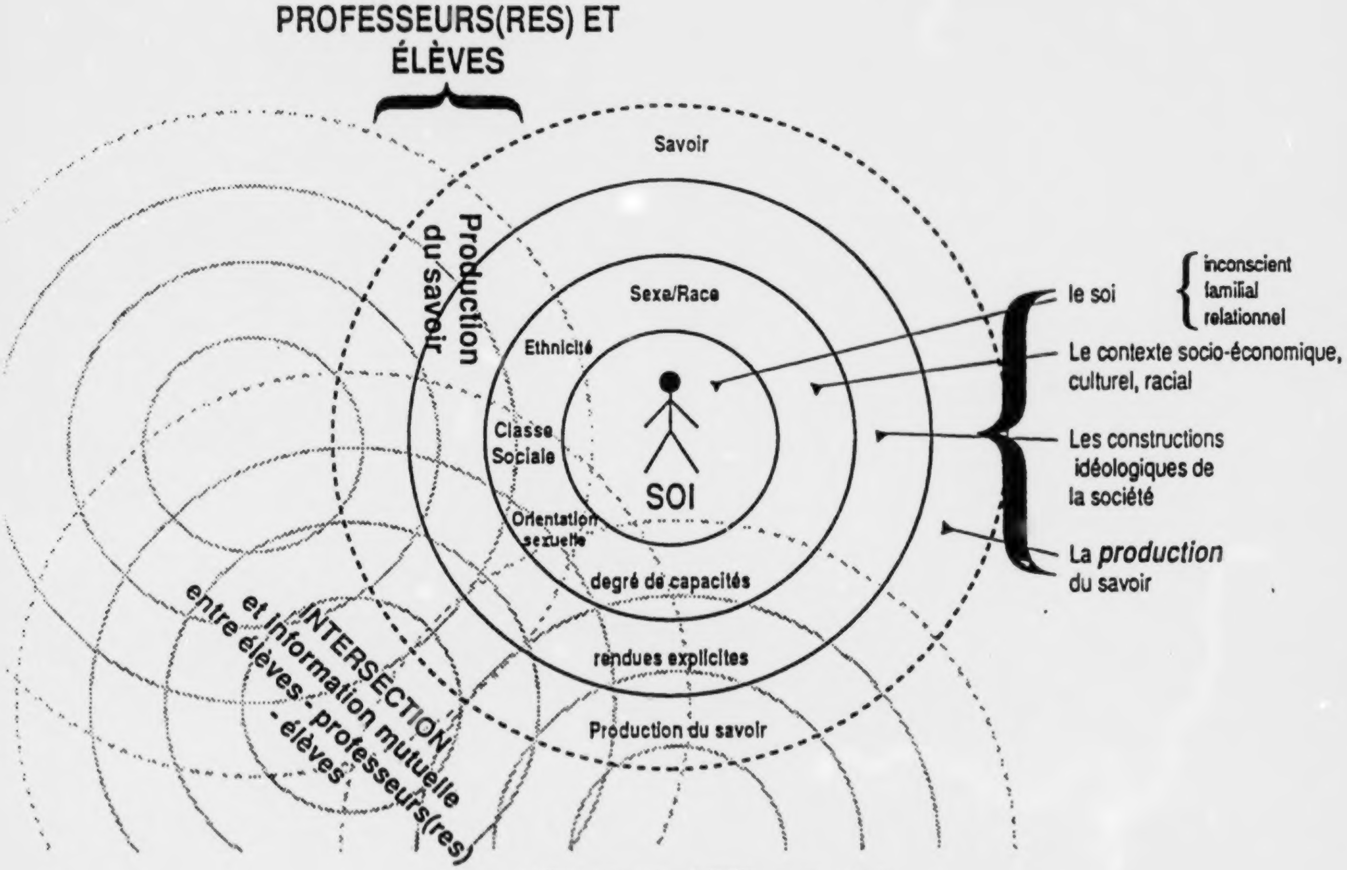
iii) Décrivez une chose que vous avez apprise cette semaine, en dehors du cours, et que vous pouvez rattacher à ce que vous apprenez ici.

b) Les élèves peuvent ensuite échanger sur leurs textes respectifs en équipes de deux pendant cinq minutes.

c) Les cinq dernières minutes du cours, le/la professeur-e peut résumer à la classe ses propres réponses OU dire comment il/elle a trouvé la façon dont s'est déroulé l'exercice OU indiquer toute autre perception personnelle. Bien entendu, si on en a le temps, on peut faire une discussion de toute la classe des textes des élèves. Mais on peut limiter l'exercice à 15 minutes en ramassant les textes, en les lisant rapidement et en y intégrant certains commentaires pour le prochain cours.

QUELQUES EXERCICES

EXERCICE I : DÉCOUVRIR VOTRE COURS


PROFESSEURS(RES) ET ÉLÈVES
Savoir
Production du savoir
Sexe/Race
Ethnicité
Classe Sociale
Orientation sexuelle
SOI
degré de capacités
rendues explicites
Production du savoir
INTERSECTION et information mutuelle entre élèves - professeurs(res) - élèves
le soi
inconscient
familial
relationnel
Le contexte socio-économique, culturel, racial
Les constructions idéologiques de la société
La *production* du savoir

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UN MODELE D'APPRENTISSAGE POUR L'ÉDUCATION ÉGALITAIRE À L'ÉGARD DES SEXES

Pour bien comprendre ce schéma, il peut être utile de relire certains passages du texte L'égalité des sexes en classe.

A- Sur la grille figurant à la page suivante, inscrivez dix questions/problématiques relatives aux rapports sociaux de sexes sur lesquelles vous et vos élèves allez probablement discuter.

B- Proposez un sujet de cours qui puisse couvrir ces questions.

C- La façon dont un sujet est perçu dépend de nombreux a priori socialement construits. À partir des catégories figurant sur le modèle ci-dessus, cherchez à savoir dans quelle mesure les rapports de sexe, de race, de classe, d'origine ethnique influencent la façon dont on peut traiter de l'expérience humaine dans le cours/sujet que vous prévoyez traiter: en d'autres mots, quels préjugés et partis pris peuvent être mis en lumière par le thème ou le sujet de cours que vous avez choisi? Dressez-en la liste.

D- Comment pouvez-vous opérationnaliser les "exigences" de votre discipline de manière à ce que les élèves puissent produire, et non pas reproduire, le savoir rattaché à cette discipline? Dressez une liste de ces exigences, en indiquant de quelle manière on peut les exploiter le mieux possible.

E- Indiquez les autres éléments essentiels (sujet de cours, textes, habiletés, stratégies, etc.) que vous prévoyez inclure dans ce cours.

A- Indiquez ci-dessous dix questions/problématiques rattachées aux rapports de sexes qui peuvent avoir de l'importance pour vous et/ou pour vos élèves.

	A- Problématiques	B- Préjugés
1		
2		
3		
4		
5		
6		
7		
8		
9		
10.		

B- Proposez un sujet de cours qui couvre tous ces problèmes. Indiquez, si vous le désirez, comment chacune de ces questions sera traitée.

C- Quels préjugés et partis pris ces questions et le traitement thématique que vous avez choisi peuvent-ils faire ressortir? Indiquez-les dans la colonne de droite en face de chaque problématique indiquée.

D- Comment pouvez-vous opérationnaliser les "exigences" de votre discipline et aider les élèves à produire, et pas seulement reproduire, le savoir rattaché à cette discipline. Indiquez ces exigences et comment les utiliser le plus efficacement possible pour produire du savoir.

E- Indiquez les autres éléments essentiels (sujet de cour, textes, habiletés, stratégies, etc.) que vous prévoyez inclure dans ce cours.

EXERCICE II: PLANIFICATION DE VOTRE CONTENUE DE COURS/OBJECTIFS D'APPRENTISSAGE

1. Indiquez en haut des colones verticales les habilités que vous aimeriez voir vos élèves acquérir ou améliorer durant votre cours.
2. Dans la colone de gauche, indiquez les thèmes qui, a votre avis, vont émerger.
3. Indiquez dans la colone appropriée les titres des ourvrages qui traitent de ces thèmes.
4. Conservez cette grille que vous compléterez plus tard.

Thème	Titre de l'ouvrage	Habilités 1	2	3	4	5	6

EXERCISE III: STRATEGIES PEDAGOGIQUES

A. Titre de l'ouvrage:

B. Comment la question des rapports des sexes sera-t-elle abordée en général?

C. Comment la question des rapports des sexes sera-t-elle spécifiquement abordée par rapport aux éléments suivants:

1. Le matériel de cours général:

2. Les problèmatiques/thèmes individuels:

3. Le language:

4 Les moyens littéraires/artistiques/rhétoriques:

5. Réaction émotive du ou de la lectrice. Effet sur le ou la lectrice.

D. Planification de cours égalitaires

1. Matériel de lecture

2. Apprentissage par l'écrit

3. Exercices interactifs pour les élèves

4. Travaux demandés aux élèves pour l'évaluation

SELECTED ANNOTATED BIBILIOGRAPHY
FOR GENDER-FAIR EDUCATION

All items are of interest to teachers engaged in creating gender fair courses: specific headings are used to help identify major focus of each text.

GENERAL: MEN'S STUDIES, WOMEN'S STUDIES, CURRICULUM, PEDAGOGY

Abbott, Franklin, Ed. New Men, New Minds: Breaking Male Tradition. Freedom, CA: The Crossing Press, 1987.

This collection of essays, personal reflections, and poetry covers concerns such as homophobia, sports culture, male friendship, father-son relationships, sexism and violence against women. Some of the early thinking of Robert Bly about rediscovering the wild man within is documented in an interview by Keith Thompson entitled "What Men Really Want." Approaches tend to be non-academic, not highly theoretical, almost never explicitly oriented around formal education. However, the overall focus of this unpretentious book is a rather low-key critique of western patriarchy as it affects the lives of men, particularly in their formative years, and more particularly in cases of marginalization by race or sexual orientation.

Belenky, Mary Field et al. Women's Ways of Knowing: The Development of Self, Voice, and Mind. New York: Basic Books, 1986.

Based on 135 in-depth interviews with women, ninety of whom were students in academic institutions and forty-five clients of family agencies seeking parenting information, this study groups women's perspectives on knowing into five epistemological categories. This schema was developed by the researchers after they found that William Perry's sequential cognitive developmental scheme, largely constructed from and validated through interviews with Harvard males, failed to provide appropriate areas of classification for their data. The five categories reflect increasing degrees of empowerment of the learner but do not necessarily account for the way in which learners move from one stage to another. The five perspectives from which women know and view the world are described as silence, received knowledge, subjective knowledge, procedural knowledge and constructed knowledge; these categories are dealt with in detail in Part I. Part II of the book explores the ways in which education might be reshaped to take women's ways of knowing more meaningfully into acount.

Brittain, Arthur. Masculinity and Power. Oxford: Blackwell, 1989.

Chapter 7, on "Men, Reason and Crisis," concludes this book with a discussion of the social construction of masculinity and its relation to the ideology of power, examining whether or not masculinity, as a concept, is in a state of crisis. The author concludes that the issue facing masculinity is one of legitimation rather than crisis. While the author acknowledges that many men do experience an identity crisis regarding their masculinity, hegemonic masculinity is able to "defuse" crisis through cooptation. He then discusses the distinction between masculinity and masculinism, indicating that there is a significant opposition to masculinity in contemporary society. Some of the issues he covers are the declining economic supremacy of men, challenges to male sexuality as it has been traditionally defined, and the increasing challenges to institutionalized male violence. He also argues against the dualistic model of the human as composed of reason and passsion in favour of a more holistic model which he identifies with con temporary feminist theory. He advises men to attend to the feminist critiques of masculinism.

Bunch, Charlotte and Pollack, Sandra, Eds. Learning Our Way: Essays in Feminist Education. New York: The Crossing Press, 1983.

One of the formative volumes on feminist pedagogy, this much-referred to collection deals with three major areas: feminist education in existing institutions, creating alternative structures for feminist education, and feminist educational methodologies. Consciousness of racial issues informs many of the articles. Educational concerns cover a broad range of disciplines, including non-traditional training for women. Nancy Schniedewind's article entitled "Feminist Values: Guidelines for a Teaching Methodology in Women's Studies" provides a detailed and theoretically grounded description of feminist pedagogical strategies for the classroom.

Bohmer, Susanne K. "Resistance to Generalizations in the Classroom." Feminist Teacher 4 (#2 7 3): 53-56.

This article describes the resistance strategies of students in feminist studies who argue that they know someone who does not fit the statistics presented by the instructor. The author then proceeds to describe a methodology for dealing with the problem through a lecture on the role of generalizations in categorizing knowledge and the way in which most objections to generalization represent a denial of difference and inequality. The article closes with an analysis of the resistance process itself and why it is so common in feminist classrooms.

Culley, Margo and Portuges, Catherine, Eds. Gendered Subjects: The Dynamics of Feminist Teaching. London: Routledge and Kegan paul, 1985.

Like Learning Our Way, this is a collection of articles on feminist education: there is even one article common to both volumes, "Black-Eyed Blues Connection: From the Inside Out" by Michelle Gibbs Russell. Gendered Subjects contains several articles dealing with the affective and collaborative preferences which characterize women's learning styles, such as Frances Maher's "Classroom Pedagogy and the New Scholarship on Women", and Helen Keyssar's "Staging the Feminist Classroom: A Theatrical Model". Diedrich Snoek's article "A Male Feminist in a Women"s College Classroom" provides an analysis of the male teacher confronting sexism with female students, thus problematizing masculinity in a new way.

Davis, Fran, Steiger, Arlene and Tennenhouse, Karen. A Practical Assessment of Feminist Pedagogy. Quebec: PAREA, 1989.

This research report covers a study conducted in several Montreal Cegeps where anglophone and francophone teachers agreed to introduce feminist pedagogical strategies into the teaching of their subject area, and other teachers of the same discipline agreed to allow their classes to act as control sections in which the strategies were not in place. Subject areas involved included both English and French sections of the following: core language studies, sociology, computer science, physics and Early Childhood Education (nutrition). The strategies included self-disclosure, writing in the learning process, peer support dyads and integrated group work activities. Qualitative data arising from the research suggests that there were improvements in a number of areas related to the basic hypothesis that feminist methods would improve women students' self-esteem, liking for subject and commitment to continue their education. Of particular interest are the chapters dealing with the strategies and with the final in-depth interviews with the teachers.

Gilligan, Carol. In a Different Voice: Psychological Theory and Women's Development. Cambridge: Harvard University Press, 1982.

Probably one of the most significant and most frequently cited research studies of the last decade, this exploration of women's moral attitudes challenges both Piaget and Kohlberg as describing a development pattern that is particular to males. Taking as a point of departure the hypothesis that women's failure to fit existing patterns of human growth points to a problem in respresentation and perception rather than a weakness of women, the author makes use of three different studies, two dealing with young women only and one dealing with both women and men, to develop new theory on psychological development, moral attitudes and moral choice. Whereas the traditional developmental vision celebrates separation, autonomy, individuation and natural rights, her research demonstrates a consistent set of attitudes that stress the importance of connectedness, interdependence, relationships and responsibility. Her introduction warns that the different voice she is describing is characterized by theme, not gender, and that her overall intention is to highlight a distinction of two modes of thought rather than to make definitive statements about gender.

Gilligan, Carol, et al, Eds. Making Connections.Cambridge: Harvard University Press, 1990.

Informed by Carol Gilligan's earlier study of the moral development of women, In a Different Voice, this collection of articles presents many different facets of the research on adolescent girls conducted at the Emma Willard School for Girls. Topics researched include self-concept and identity, learning styles, relationships with peers, relationships with parents, attitudes to teachers, moral and psychological development, sexuality, and eating disorders. Though the girls studied represent the priviliged upper strata of American society, there is some discussion of racial identity and some correlation with studies done in inner city schools. An article entitled "Reflections" summarizes conversations with the teachers about their participation in the research project, and how it increased their awareness.

Keller, Evelyn Fox. Reflections on Gender and Science. New haven: Yale University Press, 1985.

Though much more pertinent to educators in science disciplines, this book is included here because of its excellent discussion of how knowledge has been socially constructed to conform to a particular ideal of masculinity, and how this ideology has been operative from Plato to Watson and Crick. The early chapters deal with the identification of objectivity, reason and mind with masculinity, and subjectivity, feeling and nature with feminity. The feminist critique which emerges brings to bear the personal, emotional and sexual dimensions of men: using object relations theory, Keller discusses how certain males are driven to escape the personal to the world of the so-called and so-defended objective and impersonal truth, and how they naturally find certain outcomes and theories more persuasive as they conform to their own needs and desires. In problematizing the whole nature of objectivity, Keller calls for a more self-reflective science theory and practice, and by implication, a more critical perspective on the production of all forms of knowledge. Early parts of the book are especially pertinent to teachers of philosophy, humanities and historically-oriented literary studies.

Klinkenborg, Kay F. "A Selected Bibliography for Integrating Women's Studies into the College Curriculum." Feminist Teacher 4 (# 1): 26-31.

This bibiliography contains approximately 250 titles and was compiled as one of the projects of the Sangamon State University Women's Studies Sequence Incorporation Project. It provides references for integrating Women's Studies into the curriculum, as well as examples and methodologies of integration projects. The bibliography is directed primarily to integration into liberal arts curricula, omitting references for integration into specific disciplines. Listed, however, are bibliographies by B. Schmitz and by Schuster and Van Dyne, both of which offer guidance for integration into specific disciplines. There are some few references on integrating scholarship on race and class into the college curriculum.

Kaufman, Michael, Ed. Beyond Patriarchy: Essays by Men on Pleasure, Power and Change. Toronto: Oxford, 1987.

There are two principal sections into which the essays in this extremely comprehensive collection fall. The first section, Masculinity, Sexuality and Society, is mainly theoretical and presents critiques of socially constructed masculinity, male violence, homophobia, biological determinism, conventional psychology and sex role theory. The approach is academic and the articles document previous research in the field. One article by Tim Carrigan, Bob Connell and John Lee entitled "Hard and Heavy: Toward a New Sociology of Masculinity" presents an annotated bibliography of men's studies published from 1971 to 1980. The second section, Men, Work and Cultural Life, presents critiques of masculinity in action: war, the work place, social behaviour models, sports, film, advertising and utopian literature.

Jardine, Alice and Smith, Paul, Eds. Men in Feminism. New York and London: Methuen, 1987.

This is a collection of 24 articles from various sources, compiled as statement and counter-statement, by men and women. The idea for the book originated at the MLA conference in Washington in 1984 at a session of the society for Critical Exchange, where a number of the papers which appear in the book were first presented. A central theme is the extent to which men can meaningfully contribute to feminist discussion, and how much the male perspective alters the discourse. The editors admit to the book's specifically academic focus and to the straight, white, upper-middle class background of most of its authors. Nevertheless the book contains a very heterogeneous array of essays which bring up questions that lie at the heart of feminist theory. Many if not all of the writers are involved in one way or another in post-modernism and use post-modernist theory as a point of departure. Important voices in the field such as Elaine Showalter, Terry Eagleton, Nancy Miller and Jacques Derrida are included.

Hall, Roberta M. and Sandler, Bernice R. The Classroom Climate: A Chilly One for Women? Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, 1982.

This much-quoted document on subtle and overt sexism in the classroom relies upon research on the speech patterns of men and women in large group settings, longitudinal studies of educational development, and surveys on the treatment of women students at more than a dozen American universities. The paper discusses the way in which discriminatory behaviours by professors erode the self-confidence of women, silence them in class, prevent them from seeking assistance outside of class, and affect their career aspirations in negative ways. Some of these behaviours are calling on men students more than women, asking men more difficult questions, interrupting women students more than men, making more eye contact with men students, using sexist humour or disparaging remarks about women, using the generic "he", and gearing lecture material to male interests. The paper concludes with recommendations to administrators, professors and students.

McIntosh, Peggy. Interactive Phases of Curricular Re-Vision: A Feminist Perspective. Working Paper # 124 funded by the Andrew W. Mellon Foundation and the Anna Wilder Phelps Fund, Wellesley College, Centre for Research on Women, 1982.

This paper explains and explores her five interactive phases of integrating women into malestream studies. She sees this as a process of breaking up the pyramidal structure of womanless liberal arts studies in which so much of the language is tied to metaphors of upward mobility, viewing education as the reproduction of winners, without recognition that the entire pyramid of culture has rested upon the labour of women. Much of the integration process would focus on that unexplored substructure, but the final or fifth phase of integration would dismantle the pyramid altogether to examine full human abilities and accomplishments, both public and private, female and male.

Reynaud, Emmanuel. Holy Virility: The Social Construction of Masculinity. Translated by R. Schwartz. London: Pluto Press, 1983.

The author reflects upon the origins and implications of patriarchy. Much of the critique is focussed on Plato's division of soul from body and the subsequent designation of flesh as female. Reynaud traces this in Christian thinking as well. Holy virility is seen as the hierarchy of power in which every man is a son under some authority, yet wielding some authority; no man is seen as an autonomous self, a feeling self, or a sensuous being. The author argues that the penis as power/weapon restricts the enjoyment of self and body, not only of violated and dominated women, but of the driven penis owner. He also argues that disgust for the flesh has led to disgust and contempt for women, and hence the need to mould, control and change, as well as the loathing for "passive" homosexuality and men's inability to establish non-competitive relationships with one another.

Shor, Ira and Freire, Paulo, Eds. A Pedagogy for Liberation. South Hadley, MA: Bergin and Garvey, 1987.

This collection of essays contains some theoretical works and some descriptive accounts of libratory classroom teaching. The volume begins with a "Letter to North American Teachers" in which Paulo Freire gives a very succinct account of his view of the political, educational and interactive role of the teacher. Some consciousness of gender issues informs this statement, and the volume itself contains much material relevant to gender fair teaching, in its focus upon empowering marginalized groups. Two articles dealing with student-generated curriculum in literature and writing are "Illiteracy and Alienation in American Colleges: Is Paulo Freire's Pedagogy Relevant?" by Linda Shaw Finlay and Valerie Faith, and "Strangers No More: A Libratory Literacy Curriculum" by Kyle Fiore and Nan Elsasser.

Slavin, Robert et al, Eds. Learning to Cooperate, Cooperating to Learn. New York and London: Plenum Press, 1985.

This is a collection of 16 articles on cooperative learning, covering theory, descriptive methodology and research. The five principal foci are an Introduction to Cooperative Learning Research, Internal Dynamics of Cooperative Learning, Cooperative Learning in Mathematics and Science, Cooperative Learning and the Multiethnic Classroom, and Learning to Cooperate, Some Models. Only two of these articles discuss gender difference, and though Salvin comments on the need to change overall classroom structures to remove competition between cooperative teams, much of the methodology of team building and learning games remains rooted in behaviours more comfortable for males.

Tolson, Andrew. The Limits of Maculinity. London: Tavistock Publications, 1977.

This book begins with a quotation from John Berger stating that masculine presence depends on the promise of power and that this is the centre of a network of masculine characteristics. Tolson explores the way in which masculinity has been bound up with definitions of work, so that the qualities of a successful worker become the qualities of the successful man. Masculinity is thus successful achievement, and non-work is a reward for success. Men are thus pushed to seek goals they canot achieve and to ignore other experiences (domestic, affective) which might give them fulfilment. Tolson also explores the way in which capitalism has dissolved most of the historic forms of ownership except ownership of women, so that patriarchy becomes a powerful anachronism. Finally, the author argues that the new feminism and working women prevent men from making the home a separate arena, and that men have difficulty with the notion of the personal as political.

Turkell, Kathleen Doherty. "Teaching About Women to Male-Identified Students." Teaching Sociology 14 (July, 1986): 188-190.

The author refers to both Barbara Hillyer Davis (1981) and Renate Duelli-Klein (1981) whose studies of traditional women students' failure to question their life commitment to live in subordination concur with her own observations of the classroom. Most white, priviledged young women see themselves as exempt from the restrictions on personal and professional plans, see themselves in totally individualistic terms, with no sense of their collective female identity. Their vision of equality is getting a piece of the male pie. She discusses the ways in which such young women can be made aware of how unrepresentative their female experience is, and how important some integration of women's experience into the curriculum is if society is to arrive at a rooted synthesis of male and female. She interprets the resistance of some young women as resistance to painful confrontation, and the resistance of young men as a dangerous denial of half the human race.

Weiler, Kathleen. Women Teaching for Change: Gender Class and Power. Massachusettes: Bergin and Garvey, 1988.

This book is a study of the practices of feminist high school teachers and administrators in the light of critical education theory, feminist analyses of gender and schooling, and feminist research methodology. An introduction by Henry Giroux and Paulo Freire discusses the theory of critical pedagogy on which this research rests. The work of the author includes a discussion of reproduction versus resistance theories in education, a feminist analysis of gender and schooling in which she examines studies of young women alienated from schools and trapped by sexism and social class, feminist methodology and its personal commitment to change, the dialectics of gender in the lives of these women teachers, and finally their struggle for a feminist critical pedagogy in the high school classroom.

Warren, Karen J. "Rewriting the Future: The Feminist Challenge to the Malestream Curriculum." Feminist Teacher 4 (#2 & 3): 46-52.

The author discusses four different models for integration. She first describes the 5-phase model of Peggy McIntosh (see above) which she critiques insofar as it lacks any focus upon men as men and the differences between men's and women's gendered experiences. She develops her own general 7-phase model, which allows for a discussion of men as men, as well as of race and social class. She then discusses the problem of gender-resistant areas like science. She describes here Kathryn Quina's six multiple domains in which curricular change can occur. These domains are merely general categories, without reference to gender: Warren's final model develops a 7-phase integrative grid for secondary content area integration, which moves from gender-, race- and class-biased studies to those that, having problematized each of these areas, can thus be inclusive of all.

Williams, Dana. "Is the Postsecondary Classroom a Chilly One for Women?" The Canadian Journal of Higher Education. XX (3) 29-42.

This article examines quantitative research which might validate or invalidate the Hall and Sandler report (The Classroom Climate: A Chilly One for Women?). Her discussion reveals that only three documented studies of classroom gender bias exist, and gender bias was proved in only two of them. However, in each of two studies of the effects of teacher training in eliminating gender bias, teachers thus trained showed no bias, while a control group showed bias. Other studies examined include teacher evaluations in which women teachers were universally reported to show less bias, the negative effects of sex biased language, the high incidence of sex bias in text books, and the higher self-confidence and achievement rates of women who graduate from female post-secondary institutions. The article concludes with a discussion of implications and suggestions for further research.

LITERATURE AND LANGUAGES

Berg, Allison et al. "Breaking the Silence: Sexual Preference in the Composition Classroom." Feminist Teacher 4 (#2 & 3):29-32.

This article by a group of teachers at Indiana University arose out of two sessions on sexual preference and writing at the 1989 CCCC in Seattle. The authors describe a course in which homosexuality as a topic for writing produced serious gay bashing, silencing gays in the classroom. When students were challenged for their behaviour, they felt betrayed: " ou asked us to be honest, and now you're mad". Other more effective classroom strategies for breaking the silence regarding sexuality and sexual orientation and for problematizing heterosexuality are then discussed in the article.

Bleich, David. "Homophobia and Sexism as Popular Values." Feminist Teacher 4 (#2 & 3):21-28.

This articles, based on a very carefullly documented classroom experience teaching college composition, argues that sexism permits men to gain the help of women to perpetuate all kinds of domination, including that of heterosexuality. The author shows through a study of the written language of 115 first year students that there are gender differences in attitudes to lesbians and gays, and that where women do not collaborate with sexism, they are not homophobic. Male homophobia in the sample emerges as violent to the point of danger, and appears to coincide with real but repressed sexism with respect to women.

Penfield, Joyce, Ed. Women and Language in Transition. Albany: State University of New York, 1987.

This book contains essays on the struggle of women to achieve gender equity in and through language. In the first section, Liberating Language, there are research reports on the effects of sexist language and changes to non-sexist language, as well as guidelines for non-sexist language and pedagogy. The second section, Identity Creation, deals with the way in which language can restrict the way in which we view ourselves. The final section deals with Women of Colour, including articles on Native American, Hispanic and Black women, and how such women often have to play the role of "cultural broker" between two or more languages. In one appendix, the editor reprints "Guidelines for Nonsexist Use of Language in NCTE Publications (Revised, 1985)". In another appendix, she reprints sections from "Recommendations for Selected Groups to Liberate the Curriculum" by Roberta Hall and Bernice Sandler, authors of The Classroom Climate: A Chilly One for Women?

Russ, Joanna. How to Suppress Women's Writing. Austin: University of Texas Press, 1983.

This short, satirical book presents an analytical framework for considering the various ways in which western patriarchy has suppressed the writings of women. Beginning with a study of the economic, educational and social forces which actually prevented women from becoming writers, the author then goes on to consider the construction of a climate in which women could be perceived as free to write but either chose not to or did it so badly that they could be ignored with impunity. Some of the methods discussed and explored include informal prohibitions such as discouragement, denying the authorship of a particular work, belittlement of a work, isolation of the work from its tradition, attacks upon the character of the author, and simply denying that such works exist at all. Each of these ploys is illustrated and then exposed for its outright malice, ignorance or bad faith. There is also an Afterword in which the author pays homage to the tradition of Afro-American women's writing, using the chapter to illustrate how ignorance and presuppositions about standards continues to shape exclusion.

Scheir, Libby et al, Eds. Language in her Eye: Views on Writing and Gender by Canadian Women Writing in English. Toronto: Coach House, 1990.

This is a collection of writings by women writers on how they connect their work with feminism as a movement and an ideology. There is much discussion of ideological controls as well as much tribute to feminist awareness as self-liberating. Three articles are particularly ground-breaking insofar as the authors integrate feminist theory into their particular areas: Elspeth Cameron's "Biography and Feminism", Barbara Godard's "Becoming My Hero, Becoming Myself: Notes Toward a Feminist Theory of Reading", and Marlene Nourbese Philip's "The Disappearing Debate - Racism and Censorship."

Showalter, Elaine, Ed. The New Feminist Criticism: Essays on Women, Literature, and Theory. New York: Pantheon Books, 1985.

This collection of essays reprints important works of such writers as Carolyn Heilbrun, Sandra M. Gilbert, Annette Kolodny, Barbara Smith, Susan Gubar and Elaine Showalter. Areas covered are feminist approaches to the study of literary texts (What do Feminist Critics Want? The Academy and the Canon), new directions in black, lesbian, poetic, fictional and academic writing by women (Feminist Criticisms and Women's Cultures), and how feminist critical theory elucidates the works of women (Women's Writing and Feminist Critical Theories).

Spender, Dale. *Man Made Language*. London: Routledge & Kegan Paul, 1985.

In this book, Spender illustrates how the patriarchy uses language to maintain its power. She shows how male-validated speech patterns, vocabulary, non-verbal behaviour, codification of knowledge, the silencing of women, and the treatment of women's writing succeed in sustaining the white male hegemony and excluding women from the rewards of power, resources and fame. She also discusses women's resistance to this control and ways in which women have used langugae to empower themselves. This is a very comprehensive and well researched work.

RESEARCH METHODOLOGY

Eichler, Margrit. Nonsexist Research Methods: A Practical Guide. Boston: Unwin Hyman, 1988.

This book, written in accessible language, provides a systematic approach to identifying, eliminating, and preventing sexist bias in social science research. Eichler identifies four primary problems: androcentricity, overgeneralization, gender insensitivity and double standards. From these she develops guidelines for nonsexist research as well as a nonsexist research checklist. This is a good reference book for teachers who wish to assign research projects and term papers in gender fair courses in the social sciences and the humanities.

Kirby, Sandra and McKenna, Kate. Experience, Research, Social Change: Methods from the Margins. Toronto: Garamond Press, 1989.

This book describes and develops a non-exploitative and non-authoritarian theory and methodology of research dedicated to social change. Based on critical theory and practice, the book's focus is on sociological research. The authors start with an articulation of their ideological position and continue to follow through the processes of research from choosing and preparing a subject to data gathering, data analysis, and the presention of this analysis. Each chapter includes a summary and checkpoints. There are both a bibliography and an annotated biblioraphy. This book is very useful for educators who want to train their students to do research which deprivileges information, demystifies its processes for all concerned, and which through its processes becomes a tool for change.

Stanley, Liz. Ed. Feminist Praxis: Research, Theory and Epistemology in Feminist Sociology. London: Routledge, 1990.

This anthology of articles covers important issues not only in sociology, but in the social sciences in general. They discuss how feminist epistemology and methodology work together in a new research process. The "quantitative v. qualitative" divide is throroughly explored, as are various research methodologies which lend themselves to research on women...important to gender fair education. There are very useful articles which give concrete ideas of why some research succeeds and other research fails. There are also very informative articles on new forms of pedagogy.

PHILOSOPHY/HUMANITIES

Code, Lorraine. What Can She Know? Feminist Theory and the Construction of Knowledge. Ithaca, New York: Cornell University Press, 1991.

This book gives a rigourous analysis of the question: Is the sex of the knower epistemologically significant? Code reviews standard epistemological positions in Anglo-American philosophy, critiquing the notion that knowledge is value-free and ideologically neutral.
She then presents an argument for contextualizing the "knower" and knowledge as a social construction dependent on personal relations, historical specificity and the relationship of knowledge to social position and power. She also investigates the relationship of knowledge to the institutions it fashions and the interests those institutions protect. This is an especially important book for philosophy teachers and for those humanities teachers whose courses have a philosophical approach.

Collins, Patricia Hill. Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment. New York: Routledge:1991.

This is an important book for people who want to address racism and classism as well as feminism in their pedagogy. Collins addresses subjects such as "The Social Construction of Black Feminist Thought," Core Themes in Black Feminist Thought" and Black Feminist Epistemology." Although she speaks from the American experience, her ideas and analyses are relevant and helpful in discussing the experiences of Black women in Canada.

Farnham, Christie. The Impact of Feminist Research in the Academy.
Bloomington, Indiana: Indiana University Press, 1987.

These articles critique and suggest from a feminist point of view a transformation of some of the humanities and social science disciplines. This kind of reading is an essential step in the construction of gender fair courses because it questions the basic tenets of the disciplines...a necessary process in rendering them gender fair. Disciplines addressed here are anthropology, history,literature, religious studies, ethics, psychology, political science, and economics. There is also a very interesting essay on "science and belief."

Gilligan, Carol, Ward, Janie Victoria and Taylor, Jill McLean with Betty Berdige. Mapping the Moral Domain. Cambridge,MA;

Harvard University Press,1988.

This collection of articles examines different aspects of how women make ethical decisions regarding connection, dependence, autonomy, responsibility, loyalty, peer pressure and violence. While many of the essays are written from the disciplinary bases of psychology and educational theory, they are accessibly written and many are of particular interest to the predominant age group in the CEGEPs.

Grimshaw, Jean. Philosophy and Feminist Thinking. Minneapolis, Minn.:University of Minnesota Press, 1986,

This interesting book is both critical of traditional "male" philosophy and of some of the feminist critiques of that philosophy. Grimshaw analyzes the ways in which traditional philosophy can be considered "male," and shows how feminist philosophy must draw upon this base and ways in which it must deviate from it. A thoughtful book that covers basic epistemological and ethical questions in a way that is helpful to teachers of philosophy interested in constructing gender fair courses.

Hardy, Susan Aiken, Anderson, Karen, Dinnerstein,Myra, Lensink, Judy Nolte, and MacCorquodale, Patricia, Eds. Changing our Minds: Feminist Transformations of Knowledge. Albany, N.Y.: State University of New York Press, 1988.

This book models the application of feminist theory and scholarship to traditional disciplines. The book explores the cultural construction of gender and the gendered construction of culture.
Subjects covered include political theory, literature, history, sociology and issues related to the construction of curriculum.

Jaggar, Alison M. Feminist Politics and Human Nature. Brighton, England: Roman & Allanheld, 1983.

This book is very useful for teachers of philosophy and those humanities teachers who wish to draw on political philosophy for their courses. Jaggar gives a powerful analysis of the ways in which feminism is a political philosophy and its relationship to philosophies of human nature. Jagger discusses liberal, marxist, radical and socialist feminist theories of human nature, and then she examines feminist political philosophies developed within the kinds of feminism described above. Finally, she outlines and justifies feminist theories of political knowledge.

Noddings, Nel. Caring: A Feminine Approach to Ethics & Moral Education. Berkeley, CA: University of California Press, 1984.

This is an interesting book for courses on ethics or on social values. Noddings constructs a philosophical argument for an ethics based on "natural caring" which she associates with the way women live their lives. She attributes intuition, which she associates with many feminine characteristics and values, with providing the moral knowledge which is usually attained by male philosophers through of "moral reasoning." This book not only examines caring in a social and global sense, but it also addresses issues raised by moral education.

Nye, Andrea. Feminist Theory and the Philosophies of Man. London: Routledge, 1988.

This book traces the development of European feminist theory from 19th century French and English philosophers. Nye discusses Marxism and early marxist feminists, the existentialism of Simone de Beauvoir, and a configuration of feminist critiques of Freud and the psychoanalytic theories of Lacan, Kristeva and Irigaray. Finally, she discusses women's use of language, basing much of her discussion on the work of Derrida. All of this contributes to a theory of feminist practice with which she concludes the book. This book is of value to teachers who wish to avail themselves of an overview of euro-american feminist theory.

Pearsall, Marilyn, Ed. Women and Values: Readigns in Recent Feminist Philosophy. Belmont, California: Wadsworth Publishing Company, 1986.

This anthology explores value theories underlying some of the philosophical foundations of feminism. It is divided into the following categories, each one containing several articles: feminist theory and practice; women's nature and women's values; social and political philosophy; philosophy of law; philosophy of religion; philosophy of art and feminist ethics. While some of the articles have already become classics in Women's Studies, others are very contemporary. A broad spectrum of articles here, among which many are relevant to the college context.

Spender, Dale. Ed. Men's Studies Modified: The Impact of Feminism on the Academic Disciplines. London: Pergamon Press, 1981.

This anthology of essays examines the impact of feminism on the research and epistemology of various academic disciplines. Although the book was published more than a decade ago, it is still a worthwhile indicator of how uninfluential feminism has been and how strong the hegemonic nature of the disciplines is.

Disciplines and professional programmes covered are: literature, philosophy, sociology, political science, anthropology, psychology, economics, media studies, education, law, medicine, biology and the sciences in general.

Tomm, Winnie. Ed. The Effect of Feminist Approaches on Research Methodologies. Waterloo, Ont: Sir Wilfred Laurier University Press, 1989.

This book examines feminist methodology and its influence on existing methodologies in numerous disciplines. Most of the authors in this book indicate which feminist methodologies are useful to their disiciplines and in what way they work best. Disciplines addressed are: sociology, philosophy, psychology, history, literature, classics, system design, political science and physical education. All the essays are written by faculty of Canadian universities.

OTHER ASPECTS OF "FAIRNESS"

Apple, Michael w. and Christian-Smith, Linda K. "The Politics of the Textbook." The Politics of the Text Book. Apple, Michael W. and Christian-Smith, Linda K., Ed. New York: Routledge, 1991.

This essay gives a succinct but very full account of the kinds of political values underlying the production of text books and their choice by educators. A good review before setting up a reading list.

Fonow, Mary Margaret and Cook, Judith A.. Ed. Beyond Methodology: Feminist Scholarship as Lived Research. Bloomington, Indiana: Indiana University Press, 1991.

This anthology has theoretical epistemological articles on women's knowledge in the social sciences as well as ways in which feminists have developed means of researching women's experience. Several of the articles examine strategies of ensuring a diversity of racial and social content and experience. The disciplines addressed here include sociology, science, the social sciences in general, history and economics. There are several articles which address race and class as well as the necessity of popularizing research results.

Frye, Marilyn. Willful Virgin:Essays in Feminism. Freedom, California: The Crossing Press, 1992.

Marilyn Frye is a philosopher who specializes in feminist lesbian theory. Her work is very accessible to students and controversial for class discussion. One section of this book, five essays, is devoted to the "Lesbian Feminist in the Academy," but several of these essays speak not only to the lesbian experience, but to all women.

Harding, Sandra. Ed. Feminism and Methodology: Social Science Issues. Bloomington, Indiana: Indiana University Press, 1987.

This collection includes both early feminist "classics" and contemporary critiques of the epistemology and methodology in the mainstream social sciences. The disciplines it touches are: history, sociology, psychology, political theory and philosophy. There are articles on general epistemological considerations as well as chapters on the effects of racism and classism on the way in which the social sciences frame problems.

hooks, bell. talking back: thinking feminist-thinking black. Boston, MA: South End Press, 1989.

This collection includes several essays on black women, feminism and education. hooks writes from the perspective of the oppressed and their interface with the white hegemony which controls education at all levels in the USA. The essays address pedagogy, feminist theory, feminist scholarship and ethical issues,class and education, as well as popular culture and white supremacy. The contents are thought-provoking and can lead to excellent class discussions.

Nemiroff, Greta Hofmann. Reconstructing Education: Towards a Pedagogy of Critical Humanism. Toronto: OISE Press, 1992.

This book outlines the development of an educational theory and practices which are gender fair and also addresses issues pertaining to ehtnicity, race, class, ableness, and sexual orientation. It includes a detailed case study of The New School of Dawson College in Montreal where these theories and practices were developed.

Rich, Adrienne. On Lies, Secrets, and Silence. New York: W.W. Norton & Company, 1979.

There are several essays in this book which are specifically relevant to gender fair education. Rich's thoughts on education are eloquent and relevant, although some of them were written almost 20 years ago. The classic essays, which would stimulate excellent class discussion are: "Foreword: On History, Illiteracy, Passivity, Violence, and Women's Culture;" "Toward a Woman-Centered University;" "Claiming and Education" and "Taking Women Students Seriously."

Sapon-Shevin, Mara and Schniedewind, Nancy. "Cooperative Learning as Empowering Pedagogy." Empowerment Through Multicultural Education. Sleeter, Christine E., Ed. Albany, N.Y.: State University of New York Press, 1991.

This article critiques justifications for a competitive learning environment and defends the value of cooperative learning in the multicultural classroom. The authors argue that because cooperative learning is democratic, it is of particular importance in a heterogeneous classroom. Cooperative learning, they claim, helps people to accept and validate diversity and should ultimately lead to social change. They outline a pedagogy of empowerment based on cooperative learning.

Sleeter, Christine E. and Grant, Carl A. "Race, Class, Gender, and Disability in Current Textbooks." The Politics of the Text Book.
Apple, Michael W. and Christian-Smith, Linda K., Ed. New York: Routledge, 1991.

This essay gives an excellent overview of how race, class, gender and disability are treated in current text books at the grades 1 through 8 in the USA. In other words, it indicates the biases to which many of our CEGEP students have been exposed. This is an important consciousness-raising essay for those teachers who wish to ensure that their pedagogy renders all of these subjects visible and treat them in a fair way.

APPENDIX 15

VERS UNE ÉDUCATION ÉGALITAIRE A L'ÉGARD DES SEXES

Bibliographie annotée

I. ÉDUCATION/FORMATION

A. LIVRES:

Dolment, Marcelle, et Marcel Barthe. La femme au Québec. Les Presses Libres, Montréal 1980.

Ce livre a pour objectif principal de proposer des solutions concrètes, pratiques et applicables à la situation défavorisée de la femme au Québec.

La revalorisation de la femme est une des grandes priorités sociales que doit se fixer le monde moderne s'il veut continuer à exister et à progresser vers un monde meilleur.

Dumont, Micheline, Michèle Jean, Marie Lavigne et Jennifer Stoddart. L'histoire des femmes au Québec depuis quatre siècles. La Jour, éditeur, Québec, 1992.

Excellente oeuvre historique. Néanmoins, trois chapitres nous sont importants. A la quatrième partie, le chapitre onze: S'instruire et s'organiser (p.331) surtout "L'accès au savoir" et "La formation continue".

La sixième partie nous est également à noter: le chapitre quatorze: "Affirmation individuelle et féminisme stratégique (1980-1990)" (p.480) ainsi que le chapitre quinze, entièrement mais surtout "Quand le cegep remplace le collège classique" (p. 495).

Gilligan, Carole. Une si grande différence. (Traduit de l'américain par Annie Kwiatek). Flammarion, France 1986.

Cette recherche démontre le langage différent qu'utilisent les hommes et les femmes même s'ils pensent que c'est le même. Conséquemment, les malentendus systématiques sont engendrés. D'après Gilligan: "Les voix masculines et féminines ont été mises en contraste ici afin de souligner la distinction qui existe entre deux modes de pensée et d'élucider un problème d'interprétation." L'auteure se sert de trois enquêtes afin de refléter l'hypothèse fondamentale de ses recherches qui est essentiellement que le langage qu'utilisent les être humains révèle "le monde qu'ils voient et dans lequel ils évoluent et agissent".

Quatre chapitres en particulier sont à recommander: le chapitre 2: "Les rapports avec autrui: des images différentes", le chapitre 3: "Les notions de moi et de morale", le chapitre 4: "Crise et transition" et le chapitre 6: "Vision de maturité".

Lord, Catherine. Réalités de femmes, Boréal, Québec, 1991.

C'est le deuxième chapitre qui dans ce livre nous préoccupe surtout, "Les rapports entre les hommes et les femmes et le sexisme (p.37); à travers ses articles, Mme Lord démontre la socialisation des hommes et des femmes qui mènent aux attitudes sexistes.

Melançon, Joseph, Clément Moisan et Max Roy. Le discours d'une didactique. La formation littéraire dans l'enseignement classique au Québec (1852-1967). Université Laval, 1988.

Ce livre nous donne les résultats d'une vaste étude sur le processus de formation littéraire dans l'enseignement classique au Québec, de 1852 à 1967.

Ainsi la didactique classique nous révèle ses processus de transmission des valeurs, base essentielle qui nous aide à comprendre les valeurs présentes.

L'analyse nous décrit les manuels en usage dans les séminaires et les collèges classiques au Québec. Donc, cet ouvrage est une excellente étude du discours institutionnel et de la didactique qui continue de se manifester dans les discours sur la littérature.

Noircent, Albert. Les interactions dans les classes du collégial, la mixité revisitée. Bibliothèque Nationale du Québec, 1991.

Cet ouvrage présente les résultats d'une recherche ethnométhodologique menée au Cegep d'Alma. Il démontre par moyens des démarches entreprises au sein du collégial Québécois comment ce dernier "défavorise les filles en termes de stratégies ou de comportements inhibants acquis durant leur cheminement scolaire".

Polytechnique, 6 décembre. Sous la direction de **Louise Malette et Marie Chalouh**. Les éditions du remue-ménage, Montréal, 1990.

Recueil d'articles écrits par des femmes et hommes en guise de témoignage à l'événement tragique qui nous a tous marqués pour toujours.

C'est surtout la section intitulée: "Violence: petite et grande folie", qui peut servir comme outil pédagogique afin d'entreprendre le discours sur les causes de la violence dans notre société. Ainsi, de pouvoir intervenir.

Ricard, Philippe. "Avant-propos et chapitre 1: Le sexisme", Sexisme et éducation: analyse des attitudes sexistes des étudiants et étudiantes, et des pédagogues des collèges, Montréal: Collège de Rosemont, 1988.

Ce texte présente le cadre conceptuel qui a servi à l'élaboration du questionnaire utilisé dans la plus importante et récente recherche sur le sexisme au niveau collégial au Québec. Ce cadre a aussi servi à l'analyse des résultats de ce questionnaire. Les concepts qui y sont définis et clarifiés sont ceux du sexisme, du pouvoir en rapport avec le sexisme, de l'attitude sexiste, de la discrimination fondée sur le sexe, du stéréotype sexiste, du harcèlement et de l'agression sexuelle.

B. RECUEIL D'ARTICLES:

Approches et méthodes de la recherche féministe. Sous la direction d'**Huguette Dagenais. Groupe de recherche multidisciplinaire féministe. Université Laval, Québec, 1985.**

Les oeuvres choisies sont les suivantes: Dans l'avant-propos:

"Les six péchés capitaux sexistes" où Margrit Eichler présente les six problèmes communs à la recherche sexiste.

Dans la partie intitulée: "La multidisciplinarité: Limites et possibilités", l'article par Roberta Mura et Renée Cloutier: "Quelques réflexions sur la multidisciplinarité à partir de l'exemple d'une étude sur les choix scolaires d'étudiantes et d'étudiants entrant au Cegep" (p. 121). Cet article exprime surtout le désir de savoir ce qui existe au-delà du milieu académique.

Encrages féministes. Un moment de réflexion dans la recherche féministe. Textes réunis par Isabelle Lasvergnas. Centre de recherche féministe et groupe interdisciplinaire d'enseignement et de recherche féministes. Montréal, 1989.

Dans ce recueil, un article est particulièrement intéressant: "Le sexe du savoir. Perspectives historiques sur l'éducation des filles au Québec (19e-20e siècles)", par Nadia Fahmy-Eid (p. 51). Cet article trace l'évolution de l'éducation des filles depuis le temps des religieuses, des écoles normales aux institutions spécialisées dans le savoir féminin. Ainsi, ce progrès pose un défi à l'éducation du futur.

Femmes et politique. Sous la direction de Yolande Cohen. Le Jour, éditeur, Québec, 1981.

Dans ce recueil d'articles, c'est surtout le troisième chapitre qui nous intéresse. Intitulé: "Aux sources de la pratique politique des femmes: l'éducation et l'orientation des filles", mais c'est l'article: "Égalité et dépendance ou l'impossible aspiration des adolescentes" par Pauline Fahmy Pomerleau que nous recommandons à nos collègues. Cette recherche est basée sur un échantillon d'adolescentes canadiennes-françaises, agées de 15 à 18 ans, fréquentant les écoles secondaires de langue française, privées ou publiques, de la ville de Québec et appartenant à trois milieux différents, définis par la catégorie socio-professionnelle des parents. Le point essentiel que note la conclusion est l'importance du dialogue qui s'impose aux éducateurs qui peuvent influencer les aspirations professionnelles des jeunes filles.

"Identités féminines: mémoire et création", Questions de culture. Directeur: Fernand Dumont. Institut Québécois de recherche sur la culture, Québec, 1986.

Cette anthologie examine l'histoire de l'éducation des femmes au Québec, ainsi que leurs réalisations en littérature, en arts et en affaires.

Dans ce recueil d'articles qui ont rapport à la femme et à la culture, deux chapitres sont particulièrement intéressants à l'éducation égalitaire, néanmoins:

1. "L'enseignement d'hier à aujourd'hui (p.51). Les transformations d'un métier "féminin" au Québec" par Thérèse Hamel. L'auteure parle surtout de l'écart entre les hommes et les femmes dans le domaine de l'enseignement. Ce phénomène se révèle surtout plus l'on monte les échelons de cette profession.

2. "Petite histoire d'un grand mouvement (p. 173). L'écriture des femmes" par Gabrielle Fremont. L'écrivaine nous révèle que: "l'écriture des femmes, mouvement d'abord littéraire, mais qui devint vite, à cause des idées mêmes qu'il véhiculait, tremplin de choix pour les féministes et véritable phénomène social".

Sociologie et sociétés. Les femmes dans la sociologie. Numéro réalisé par Nicole Laurin-Frenette. Volume XIII, no. 2, octobre 1981. Université de Montréal, Québec.

Le texte choisi, même si de base sociologique, alimente nos connaissances dans le domaine de l'éducation égalitaire. Dans "La place des femmes: un dossier sur la sociologie des organisations" par Peta Sheriff et E. Jane Campbell, les auteures nous révèlent l'absence de la contribution des femmes dans le domaine du développement de la sociologie des organisations. De plus, elles soulignent quant même la contribution de trois femmes qui marquent ce domaine, notamment, Mary Parker Follett, Joan Woodward et Rosabeth Moss Kanter.

Vers une éducation non-sexiste. Travaux réunis par Sylvia Lempen-Ricci et Thérèse Moreau. Éditions Réalités Sociales, Suisse, 1987.

Malgré que les articles recueillis dans ce livre s'inspirent d'une réalité européenne, certains de ces derniers peuvent quant même s'adapter facilement au contexte nord-américain et québécois. Notamment à l'introduction, les trois articles qui y sont:

1. "Vous les filles, femmes et savoir, savoir de femmes." Thérèse Moreau (p.17).

2."La démarche anti-sexiste: égalité de traitement et différence sexuelle." Sylvia Lempen-Ricci (p.27).

3."Fondements théoriques de la recherche sur la discrimination sexuelle en éducation." Martine Chapponière (p. 37).

La partie intitulée "L'imaginaire" offre un article d'intérêt particulier: "La société. Homme et éducateur: porteur de stéréotypes." par Philippe Schwinger (p. 71). Dans cet article, l'hypothèse de l'auteur est que: "l'homme possède des schémas stéréotypes dont il n'a pas conscience, liés au rôle masculin, qui influencent son développement psychologique et social." Il nous pose aussi la question: "Les éducateurs subissent-ils l'impact des stéréotypes liés au rôle social masculin?"

C. ARTICLES:

EICHLER, Margrit. "Les six péchés capitaux sexistes". Approches et méthodes de la recherche féministe, Québec: Université Laval, 1985.

Partant du postulat qu'il existe un lien incontestable entre le pouvoir et la connaissance entre la recherche et l'environnement social dans lequel se fait la recherche, Margrit Eichler propose un processus de désexisation de la recherche. Pour ce faire, elle identifie dans cet article six problèmes communs de la recherche sexiste et en complément, elle identifie les six lignes de conduite qui constituent l'alternative à ce qu'elle nomme "Les six péchés capitaux du sexisme".

Ces erreurs à éviter sonr les suivantes:

- la sur-généralisation ou la sous-spécification
- le postulat d'un dualisme naturel entre les sexes
- le postulat d'une réalité social identique pour les deux sexes
- le postulat d'un comportement approprié au sexe
- le double standard
- la soustraction des faits sociaux de leur contexte social

SOLAR, Claudie. Le savoir du pouvoir, le pouvoir du savoir. Medium/Sciences Humaines, no. 37, automne 90.

Excellent article qui nous décrit comment l'accès au savoir a été historiquement nié aux femmes. L'auteure nous cite que dans l'histoire de l'éducation, le pouvoir, entre les mains des hommes, continue d'exclure les femmes. D'après Claudie Solar, "il est primordial pour les femmes d'acquérir des connaissances sur les femmes telles que construites par elles pour se donner du pouvoir".

RICARD, Philippe. Sexisme et éducation. (Analyse des attitudes sexistes des étudiants et étudiantes, et des pédagogues des collèges.) Collège de Rosemont, Montréal, 1988.

Études sur le sexisme en milieu collégial québécois, c'est à l'avant-propos que nous trouverons une bonne définition du sexisme et du rapport entre le pouvoir et le sexisme.

Ricard nous décrit la formation des attitudes sexistes et comment celles-ci menent à la discrimination et au stéréotypes. Finalement dans cette entrée en matière, l'auteur nous sensibilise au harcèlement et à l'agression sexuels, conséquences souvent inévitables des conditions sexistes qui existent dans notre société.

D. LIVRETS:

Vers un langage non-sexiste. Conseil consultatif canadien de la situation de la femme, mars 1984. Auteures: **Catherine Rancy et Manju Sah.**

Guide pour toute recherche dans le domaine de l'éducation égalitaire.

Le traitement objectif des sexes dans la recherche. **Jeanne Lapointe et Margrit Eichler.** Conseil de recherches en Sciences Humaines du Canada, Ottawa, 1985.

Excellent guide pour toute personne qui s'intéresse à poursuivre ce sujet.

E. VIDEO ET GUIDE:

En toute égalité: Un vidéo et un guide pour les professeurs aux études supérieures et à l'éducation des adultes.

Un excellent outil d'intervention qui parle des questions telles que:
1. Qu'est-ce que l'inéquité en classe?
2. Comment se manifeste-t-elle?
3. Comment cela affecte les étudiants et les étudiantes?
4. Comment créer dans une classe un environnement pédagogique qui n'exclut personne?

Ce vidéo est une mesure de sensibilisation au sexisme et au racisme qui existe dans nos classes. Accompagné d'un guide, cela est une production du Bureau du Statut des femmes de l'Université Concordia. Réalisation: **Deborah D'Entremont.** Guide sous la direction de Claudie Solar. Montréal, 1991.

II. PHILOSOPHIE

DALLAYRAC, Dominique. L'important c'est la femme. Tchou, éditeur, Paris, 1977.

Consacre aux rapports entre les sexes, ce livre souligne comment et pourquoi les femmes ont le pouvoir de changer le monde en enseignant aux hommes les valeurs fondamentales à la société du futur.

C'est surtout à la troisième partie du livre que l'auteure entretient cette question de rapports entre le masculin et le féminin.

GALLANT, Corinne. La philosophie...au féminin. Les Éditions d'Acadie Ltée, Moncton, 1984.

Ce livre qui est composé de textes choisis et commentés par l'auteure, critique essentiellement les connaissances, les valeurs, les institutions patriarcales.

La première partie de ce travail démontre comment la discipline de la philosophie n'a eu que des pères - Platon, Aristote, St-Thomas, Locke, Hegel, Kant, et comment ces derniers ont toujours placé la femme, l'autre, différemment de l'homme.

La deuxième partie aligne des textes qui mettent en question la situation de la femme dans la société patriarcale. Ceci est fait par moyens de thèmes d'arguments tels que: biologique, psychologique, socio-économique, politique et théologique.

La troisième partie présente quelques textes d'auteurs féministes tels que John Stuart Mill, Simone de Beauvoir, Annie Leclerc. Gallant a choisi ces textes car elle désire présenter la réalité du point de vue de la femme afin de contrebalancer la réalité de la vision masculine qui nous a toujours été présentée.

LECLERC, Annie. Paroles de femme. Bernard Grasset, Paris, 1974.

L'auteure est professeure de philosophie. D'après elle, les hommes ont eu la parole depuis toujours. Eux seuls décident de ce qui est grand, vrai, bon. Aux femmes d'agir et de penser en condéquence. Il est grand temps qu'une voix de femme, une autre parole se fasse entendre.

ROY-BUREAU, Lucille. "Femmes et développement moral: La fin d'un mythe". Critiques féministes des disciplines, Québec: Université Laval, 1989, (Les cahiers de recherche du GREMF), vol. III, 21.

Madame Lucille Roy-Bureau fait une magnifique synthèse des ouvrages de Carol Gilligan "In a different Voice et de Nel Nodding "Carings: a feminine approach to Ethies and moral Edcucation", ouvrages qui font une analyse très rigoureuse des principales théories du développement moral existantes soit celles de Freud, de Piaget, d'Erickson et de Kohlberg. Ces théories qui se prétendent universelles ont en fait été basées sur un échantillonnage exclusivement masculin. Gilligan et Nodding ont dans leurs ouvrages analysé les conceptions et les pratiques morales des femmes et Lucille Roy-Bureau fait le bilan de ces analyses critiques pour faire finalement le point sur l'éducation morale dispensée à l'heure actuelle au Québec et pour tracer les perspectives qu'ouvre la critique féministe de ce champs de la psychologie humaine et de la philosophie.

ZAVALLONI, Marisa. L'émergence d'une culture au féminin. Les Éditions Saint-Martin, Montréal, 1987.

L'auteure se demande que serait la culture qui exprimerait le point de vue des femmes? En réponse à cette question, elle recueille la réflexion de femmes engagées dans les domaines des sciences sociales, de la philosophie et de l'art.

Dans la lère partie du livre, l'article intitulé: "Sexisme et féminisme dans les sciences sociales et humaines" par Andrée Michel (p.75) qui propose l'état idéal de la naissance d'une culture androgyne oü les femmes et les hommes pourront rejeter les vieux rôles, préjugés et stéréotypes sexistes.

C'est surtout à la deuxième partie du texte: "La philosophie, littérature et émergence d'une culture au féminin" sur laquelle nous nous pencherons. Deux articles y sont importants.

1. "La pensée comme écoute de la parole" par Giuseppina Moneta (p.101) parle surtout du pouvoir génératif au sens de la féminité.
2. "Le monde comme volonté et comme représentation." Michèle Causse (p.147). Le point de cet article est surtout l'importance de rejeter "les sciences qui utilisent comme leur fondement non seulement les catégories de sexes mais leur conséquence la plus voyante et donc la plus occultée, l'oppression d'un sexe par un autre...".

III. FRANCAIS

BEAUCHAMP, Colette. Le silence des média. Les Éditions du Remue-ménage, Montréal, 1988.

Cet oeuvre nous montre ce qu'est l'information aujourd'hui. Si la majorité de ceux qui fabriquent l'information sont des hommes, quelle place reste-t-il pour les femmes? Comment parle-t-on d'elles et comment leur parole peut-elle se faire entendre? Comment une information équitable doit-elle tenir compte des besoins de toute la population, autant des femmes que des hommes, des démunis que des riches?

L'auteure répond à maintes questions en nous "faisant entrer dans les coulisses des média tant écrits qu'électroniques".

BERSIANIK, Louky. "Sur l'échelle d'Aristote". La main tranchante du symbole, Éditions Remue-ménage, Montréal, 1990.

Dans ce texte, Louky Bersianik soumet la philosophie à l'éclairage d'une perspective féministe. Les traces de l'idéologie patriarcale dans le savoir philosophique sont grosses, à la mesure des traces des dinausores...C'est ainsi que l'échelle des êtres d'Aristote y est prise à parti de même que toute cette culture "gréco-romano-judéo-chrétienne" qui alimente notre imaginaire collectif. Louky Bersianik analyse enfin dans ce chapitre un certain nombre des grands principes du patriarcat tels fondés par la philosophie et toute notre culture. Elle identifie enfin que ce sont les femmes et le savoir féministe qui créent la coupure épistémologique nécessaire à un changement radical de point de vue dans la réflexion humaine.

BOMBARDIER, Denise. Une enfance à l'eau bénite. Éditions du Seuil, Paris, 1985.

L'auteure nous décrit son enfance en milieu canadien-français et comment cela l'a culturellement démunie. Son défi est d'assurer son juste rôle dans la société, ceci en suivant la voie de l'éducation qui pour elle lui a ouvert tant de portes. Son message s'adresse à toutes les femmes à l'écoute, surtout celles qui ont grandi sous la goutte et le joug de "l'eau bénite".

CASGRAIN, Thérèse. Une femme chez les hommes. Éditions du Jour, Montréal, 1971.

Nulle appréciation et nulle compréhension du mouvement féministe au Québec ne peut se faire sans avoir lu l'oeuvre de Mme Casgrain. Quand elle nous déclare que "la véritable libération de la femme ne pourra pas se faire sans celle de l'homme. Au fond, le mouvement de la libération des femmes n'est pas uniquement féministe d'inspiration, il est aussi humaniste" (p.296).

En traçant son propre chemin de "petite fille modèle" à ses années de politique active, Mme Casgrain dessine le tableau qui nous inspire à vouloir redoubler nos efforts vers ce but ultime de son désir le plus profond, qui est en fait celui que nous partageons.

COTÉ, Renée. La journée internationale des femmes. La clef des énigmes. La vérité historique. Les Éditions du Remue-ménage, Montréal, 1984.

Ce livre trace l'évolution du mouvement féministe qui s'inspire du mouvement socialiste américain, qui passe par la libération et le vote et qui enfin culmine en la Journée internationale des femmes.

L'auteure nous quitte en nous laissant des réflexions et des questions qui s'imposent à devoir mûrir en guise de graines.....

Recherches féministes, "La Francophonie", Volume 5, numéro 1, 1992.

Le dossier principal de cette publication porte sur les femmes et la langue et est composé de sept articles provocants qui pourraient être utiles à la cause littéraire.

APPENDIX 16

TOWARDS A GENDER FAIR EDUCATION

Phase II of the Project-1991-1992

LIST OF TESTS CONSULTED FOR TESTING ATTITUDE CHANGES AMONG STUDENTS

Sandra Bem. Bem Sex-Role Inventory [BSRI]. Port Coquitlam, B.C.: M.D. angus and Associates Ltd.

Bruce, Martin M. The Test of Social Insight: Youth Edition and Adult Edition. Larchwood, N.Y.: Martin M. Bruce Publishers.

Stanley Coopersmith. Coopersmith Self-Esteem Inventories [CSEI], Palo Alto, CA: Consulting Psychologists Press Inc.

Elaine L. La Monica. La Monica Empathy Profile, Sterling Forest, Tuxedo, N.Y. XICOM INC.

Orlofsky, Jacob L. Sex Role Behavior Scale-2 and Sex Role Behavior Scale, Short Form, c1982. from Tests in Microfiche, Educational Testing Service, Princeton, N.J.

Student Development Task and Life-Style Inventory. Student Development Associates, Inc., 110 Crestwood Drive, Athens, Georgia.

Roger B. Winston, Theodore K. Miller and Judith R. Prince. Student Development Task and Lifestyle Inventory, Second Edition. Athens, GA.: Student Development Associates Ltd.

Towards a gender fair education

Dear student :

We are a team of three educational researchers who are interested in finding ways of making the CEGEP experience relevant to each student. To this end, we are working on a study of gender fair education in English and Humanities courses.

We are interested in seeing what effect gender fair education has on students' educational experience in CEGEPs. The issues we are studying are students feelings about themselves, their feelings about one another, and their feelings about their learning experiences.

We need your participation to provide us with this important information. We hope that you will answer these confidential questionnaires as thoughtfully and honestly as you can.

Because we are interested in discovering whether this semester affects your feelings in any way, we ask you to entrust us with your student number (permanent student code) so that we can match your pre- and post- semester answers.

Please be assured that everything you write will remain completely confidential.

We thank you in advance for your contribution to our work.

Sincerely yours,

Frances Davis, Vanier College
Greta Hofmann Nemiroff, Dawson College
Vivianne Silver, Dawson College

Here are a series of statements. For each one, please choose the response that most closely corresponds to your opinion. Indicate if you...

1. Strongly agree
2. Moderately agree
3. Slightly agree
4. Slightly disagree
5. Moderately disagree
6. Strongly disagree

Make a circle around the number that corresponds to your choice.

		Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
1.	In order to do well at CEGEP, you've always got to figure out what the teacher really wants from you.	❶	❷	❸	❹	❺	❻
2.	Women are less informed on subjects like technology, science, and politics than men.	❶	❷	❸	❹	❺	❻
3.	I feel most comfortable with people who are from my kind of background.	❶	❷	❸	❹	❺	❻
4.	I would rather have a male teacher than a female teacher.	❶	❷	❸	❹	❺	❻
5.	I take advantage of opportunities to enter into class discussion.	❶	❷	❸	❹	❺	❻
6.	I am more likely to turn to men students for explanations of course-related work than to women students.	❶	❷	❸	❹	❺	❻
7.	If I have difficulty with a course, I try to get help directly from the teacher.	❶	❷	❸	❹	❺	❻
8.	It's best to marry someone with your background and from your social group.	❶	❷	❸	❹	❺	❻
9.	I need to feel sure of the outcome before attempting something new or different.	❶	❷	❸	❹	❺	❻
10.	It is important to me that people approve of me.	❶	❷	❸	❹	❺	❻
11.	In relationships with people who have authority over a female student (teachers, employers, etc.), it's important that she be alert for possible sexual harassment.	❶	❷	❸	❹	❺	❻
12.	In group projects, I much prefer to work with women.	❶	❷	❸	❹	❺	❻
13.	In my courses, I feel the teachers have high expectations of me.	❶	❷	❸	❹	❺	❻
14.	Because of my friends' urgings, I sometimes get involved in things that are not in my best interest.	❶	❷	❸	❹	❺	❻

		Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
15.	I would much rather have a discussion about serious issues with a man than a woman.	❶	❷	❸	❹	❺	❻
16.	I'm comfortable associating with lesbians.	❶	❷	❸	❹	❺	❻
17.	Decisions about important matters are largely based on my parents' belief and expectations of me.	❶	❷	❸	❹	❺	❻
18.	Sometimes I conceal some of my talents or skills so I will not stand out in a group.	❶	❷	❸	❹	❺	❻
19.	There are some topics that should never be discussed in class.	❶	❷	❸	❹	❺	❻
20.	It is important to me that others accept my point of view.	❶	❷	❸	❹	❺	❻
21.	I would rather discuss my emotional problems with a woman than with a man.	❶	❷	❸	❹	❺	❻
22.	I deal with students who are different from me (for example, of another race or who speak a different language) by being polite and staying away from them as much as possible.	❶	❷	❸	❹	❺	❻
23.	In group projects, I much prefer to work with men.	❶	❷	❸	❹	❺	❻
24.	I seldom express my opinions in groups if I think they will be controversial or different from what others believe.	❶	❷	❸	❹	❺	❻
25.	I think most women tend to respond to situations emotionally, while men respond by thinking.	❶	❷	❸	❹	❺	❻
26.	After having strong disagreements with a person, I usually try to avoid her/him as much as possible thereafter.	❶	❷	❸	❹	❺	❻
27.	I'm comfortable associating with homosexuals.	❶	❷	❸	❹	❺	❻
28.	When people have authority over me, I find it difficult to express myself openly to them.	❶	❷	❸	❹	❺	❻
29.	I avoid groups where I would be of the minority race.	❶	❷	❸	❹	❺	❻

ATTENTION! **A number of personality characteristics are listed below.**

We would like you to use those characteristics to describe yourself, that is, we would like you to indicate how true of you each of these characteristics is.

You are to respond to each question according to the following scheme :

1. Not at all true of myself	**4.** Mostly true of myself
2. Slightly true of myself	**5.** True of myself
3. About half-way true of myself	

Please do not leave any characteristic unmarked.

Make a circle around the number that corresponds to your choice.

Remember, the best answer is the one which applies to you.

	Not at all true of myself	Slightly true of myself	About half-way true of myself	Mostly true of myself	True of myself
30. Defend my own beliefs	❶	❷	❸	❹	❺
31. Affectionate	❶	❷	❸	❹	❺
32. Conscientious	❶	❷	❸	❹	❺
33. Independent	❶	❷	❸	❹	❺
34. Sympathetic	❶	❷	❸	❹	❺
35. Moody	❶	❷	❸	❹	❺
36. Assertive	❶	❷	❸	❹	❺
37. Sensitive to needs of others	❶	❷	❸	❹	❺
38. Reliable	❶	❷	❸	❹	❺
39. Strong personality	❶	❷	❸	❹	❺
40. Understanding	❶	❷	❸	❹	❺
41. Jealous	❶	❷	❸	❹	❺
42. Forceful	❶	❷	❸	❹	❺
43. Compassionate	❶	❷	❸	❹	❺
44. Truthful	❶	❷	❸	❹	❺

	Not at all true of myself	Slightly true of myself	About half-way true of myself	Mostly true of myself	True of myself
45. Have leadership abilities	❶	❷	❸	❹	❺
46. Eager to soothe hurt feelings	❶	❷	❸	❹	❺
47. Secretive	❶	❷	❸	❹	❺
48. Willing to take risks	❶	❷	❸	❹	❺
49. Warm	❶	❷	❸	❹	❺
50. Adaptable	❶	❷	❸	❹	❺
51. Dominant	❶	❷	❸	❹	❺
52. Tender	❶	❷	❸	❹	❺
53. Conceited	❶	❷	❸	❹	❺
54. Willing to take a stand	❶	❷	❸	❹	❺
55. Love children	❶	❷	❸	❹	❺
56. Tactful	❶	❷	❸	❹	❺
57. Aggressive	❶	❷	❸	❹	❺
58. Gentle	❶	❷	❸	❹	❺
59. Conventional	❶	❷	❸	❹	❺

The preceding list of personality characteristics was developed by Sandra L. Bem, Ph.D.

The following questions concern your learning experience.

60. How do you feel about this particular course ? Please explain

61. How do you feel you'll do in this course ? Please explain.

62. Why did you choose your current CEGEP programme ?

63. Are you happy with your current choice of CEGEP programme ?

64. If you were to choose another CEGEP programme now, what would it be and why ?

A. My other CEGEP programme would be : ____________________

B. Please explain ____________________

Finally, we would like to obtain some general information about you.
This information is very important for our statistical work.

65. Please write the title of this particular course .

____

66. In which programme are you studying ?

____

67. In what semester are you now at CEGEP ?

☐ 1. 1st semester
☐ 2. 2rd semester
☐ 3. 3th semester
☐ 4. 4th semester
☐ 5. 5th semester
☐ 6. 6th semester
☐ 7. Other, specify ____________________

68. At which College ? ______________________________

69. What is your permanent student code (student number) ? Remember, this information enables us to match your pre- and post- semester questionnaires - not to identify you.

☐

70. Your age ? ☐

71. Your sex ?

☐ 1. Female
☐ 2 . Male

72. Language(s) spoken in your home __________________________

73. Please indicate your mother's occupation on the following list.

☐ 1. Factory worker

☐ 2. Sales and service

☐ 3. Office work

☐ 4. Trade, please specify. ______________________________

☐ 5. Profession, please specify______________________________

☐ 6. Administrator/Manager ______________________________

☐ 7. Home maker

☐ 8. Retired

☐ 9. Driver, please specify ______________________________

☐ 10. Self-employed, please specify ______________________________

☐ 11. Employed in the Arts, please specify ______________________________

☐ 12. Other, please specify ______________________________

74. What is the occupation of your father ?

☐ 1. Factory worker

☐ 2. Sales and service

☐ 3. Office work

☐ 4. Trade, please specify. ______________________________

☐ 5. Profession, please specify______________________________

☐ 6. Administrator/Manager ______________________________

☐ 7. Home maker

☐ 8. Retired

☐ 9. Driver, please specify ______________________________

☐ 10. Self-employed, please specify ______________________________

☐ 11. Employed in the Arts, please specify ______________________________

☐ 12. Other, please specify ______________________________

75. What is your ethnic origin ?

☐ 1. French Canadian
☐ 2. English Canadian
☐ 3. Aboriginal
☐ 4. American (US)
☐ 5. West Indian (English), please specify ____________________
☐ 6. West Indian (French), please specify ____________________
☐ 7. Latin America, please specify ____________________
☐ 8. European, please specify ____________________
☐ 9. Middle Eastern, please specify ____________________
☐ 10. African, please specify ____________________
☐ 11. Asian, please specify ____________________
☐ 12. Other, please specify ____________________

Thanks you for your cooperation !

Pour une pédagogie égalitaire à l'égard des sexes

Chère étudiante, cher étudiant

Nous sommes une équipe de trois chercheuses en éducation et nous voulons trouver des moyens pour que l'expérience du cégep réponde mieux aux besoins de chaque étudiante et étudiant. En ce sens, nous menons actuellement une étude sur la pédagogie égalitaire à l'égard des sexes dans les cours de français et de philosophie.

Nous cherchons à mesurer quels effets une pédagogie égalitaire à l'égard des sexes peut avoir sur l'expérience d'apprentissage des cégépiennes et cégépiens. Notre recherche porte sur les perceptions que vous avez de vous-mêmes, des autres étudiantes et étudiants, de vos expériences d'apprentissage.

Nous avons donc besoin de votre collaboration pour obtenir ces informations et nous espérons que vous répondrez à ces questionnaires confidentiels le plus sérieusement et le plus honnêtement possible.

Nous voulons déterminer en quoi cette session va changer vos perceptions et c'est pourquoi nous vous demandons d'indiquer votre code permanent pour que nous puissions coupler les réponses que vous nous donnez avant et après la session.

Nous tenons à vous assurer que tout ce que vous pourrez dire restera strictement confidentiel.

Merci mille fois pour votre collaboration

Très sincèrement,

France Davis, Collège Vanier
Greta Hofmann Nemiroff

Voici une série d'affirmation.

Veuillez indiquer la réponse qui correspond le plus fidèlement à votre opinion, à savoir si vous êtes :

1. Tout à fait d'accord
2. Moyennement d'accord
3. Un peu d'accord
4. Un peu en désaccord
5. Moyennement en désaccord
6. Tout à fait en désaccord

Veuillez encercler le chiffre qui correspond à votre opinion.

		Tout à fait d'accord	Moyennement d'accord	Un peu d'accord	Un peu en désaccord	Moyennement en désaccord	Tout à fait en désaccord
1.	Pour bien réussir au cégep, vous essayez toujours de déterminer ce que le professeur-e attend vraiment de vous.	❶	❷	❸	❹	❺	❻
2.	Les femmes sont moins informées que les hommes sur des sujets comme la technologie, les sciences, la politique.	❶	❷	❸	❹	❺	❻
3.	Je me sens plus à l'aise avec des personnes qui sont de la même origine que moi.	❶	❷	❸	❹	❺	❻
4.	Je préfère avoir un professeur de sexe masculin plutôt que de sexe féminin.	❶	❷	❸	❹	❺	❻
5.	Je profite des occasions offertes pour participer aux discussions en classe.	❶	❷	❸	❹	❺	❻
6.	J'ai tendance à m'adresser à des étudiants, plutôt qu'à des étudiantes, pour obtenir des explications sur le travail scolaire.	❶	❷	❸	❹	❺	❻
7.	Si j'ai des problèmes dans un cours, j'essaie d'obtenir directement l'aide du ou de la professeur-e.	❶	❷	❸	❹	❺	❻
8.	Il vaut mieux épouser une personne qui partage les mêmes origines et le même milieu social que vous.	❶	❷	❸	❹	❺	❻
9.	Il faut que je sois sûr-e des résultats avant d'entreprendre quelque chose de nouveau ou de différent.	❶	❷	❸	❹	❺	❻
10.	L'approbation des autres est quelque chose d'important pour moi.	❶	❷	❸	❹	❺	❻
11.	Quand elle est en rapport avec des personnes en position d'autorité (enseignants, employeurs, etc.), une étudiante doit faire attention aux risques de harcèlement sexuel.	❶	❷	❸	❹	❺	❻
12.	Dans les projets d'équipe, je préfère de beaucoup travailler avec des femmes.	❶	❷	❸	❹	❺	❻
13.	Dans mes cours, j'ai le sentiment que les professeur-e-s attendent beaucoup de moi.	❶	❷	❸	❹	❺	❻
14.	À cause des pressions de mes ami-e-s, je me retrouve parfois mêlé-e à des choses qui ne servent pas mes intérêts.	❶	❷	❸	❹	❺	❻

	Tout à fait d'accord	Moyennement d'accord	Un peu d'accord	Un peu en désaccord	Moyennement en désaccord	Tout à fait en désaccord
15. Je préfère discuter de choses sérieuses avec un homme plutôt qu'avec une femme.	❶	❷	❸	❹	❺	❻
16. Je me sens à l'aise en compagnie de lesbiennes.	❶	❷	❸	❹	❺	❻
17. Les décisions importantes que je prends se fondent en grande partie sur la confiance et les attentes que mes parents nourrissent à mon égard.	❶	❷	❸	❹	❺	❻
18. Il m'arrive de dissimuler certains de mes talents ou aptitudes pour ne pas me faire remarquer dans un groupe.	❶	❷	❸	❹	❺	❻
19. Certains sujets ne devraient jamais être discutés en classe.	❶	❷	❸	❹	❺	❻
20. Il est important pour moi que les autres acceptent mon point de vue.	❶	❷	❸	❹	❺	❻
21. Je préférerais parler de mes problèmes émotifs avec une femme plutôt qu'avec un homme.	❶	❷	❸	❹	❺	❻
22. Avec les étudiantes et étudiants qui sont différents de moi (ceux qui, par exemple, appartiennent à autre race ou parlent une autre langue), je reste poli-e et me tiens aussi loin d'eux que possible.	❶	❷	❸	❹	❺	❻
23. Dans les projets d'équipe, je préfère travailler avec des hommes.	❶	❷	❸	❹	❺	❻
24. Il est rare que j'exprime mon opinion dans un groupe si je pense qu'elle suscitera la controverse ou qu'elle diffèrera de celle des autres.	❶	❷	❸	❹	❺	❻
25. Je pense que la plupart des femmes ont tendance à réagir aux situations de façon émotive, alors que les hommes y répondent de façon plus rationnelle.	❶	❷	❸	❹	❺	❻
26. Si j'ai de graves désaccords avec une personne, je vais chercher le plus possible à l'éviter par la suite.	❶	❷	❸	❹	❺	❻
27. Je me sens à l'aise en compagnie d'homosexuels.	❶	❷	❸	❹	❺	❻
28. Quand des gens ont de l'autorité sur moi, il m'est difficile de leur parler ouvertement.	❶	❷	❸	❹	❺	❻
29. J'évite les groupes où je serais racialement minoritaire.	❶	❷	❸	❹	❺	❻

Attention

Voici une liste de différents traits de caractère. Nous vous demandons de vous décrire vous-même, en indiquant à quel point chacune des caractéristiques énumérées ci-dessous s'applique à votre personnalité.

Veuillez s'il vous plaît répondre à toutes les caractéristiques énumérées. Encerclez le chiffre qui correspond à votre choix.

1. Ne s'applique pas du tout à moi	4. S'applique généralement à moi
2. S'applique un peu à moi	5. S'applique tout à fait à moi
3. S'applique à moitié à moi	

	Ne s'applique pas du tout à moi	S'applique un peu à moi	S'applique à moitié à moi	S'applique généralement à moi	S'applique tout à fait à moi
30. Défends mes convictions	❶	❷	❸	❹	❺
31. Affectueux, affectueuse	❶	❷	❸	❹	❺
32. Consciencieux, consciencieuse	❶	❷	❸	❹	❺
33. Autonome	❶	❷	❸	❹	❺
34. Capable d'empathie	❶	❷	❸	❹	❺
35. Maussade	❶	❷	❸	❹	❺
36. Aime s'affirmer	❶	❷	❸	❹	❺
37. Sensible aux besoins d'autrui	❶	❷	❸	❹	❺
38. Fiable	❶	❷	❸	❹	❺
39. Personnalité forte	❶	❷	❸	❹	❺
40. Compréhensif, compréhensive	❶	❷	❸	❹	❺
41. Jaloux, jalouse	❶	❷	❸	❹	❺
42. Énergique	❶	❷	❸	❹	❺
43. Compatissant-e	❶	❷	❸	❹	❺
44. Franc, franche	❶	❷	❸	❹	❺
45. Aptitudes de leadership	❶	❷	❸	❹	❺

	Ne s'applique pas du tout à moi	S'applique un peu à moi	S'applique à moitié à moi	S'applique généralement à moi	S'applique tout à fait à moi
46. Tendance à réconforter les gens	❶	❷	❸	❹	❺
47. Cachottier, cachottière	❶	❷	❸	❹	❺
48. Aime prendre des risques	❶	❷	❸	❹	❺
49. Chaleureux, chaleureuse	❶	❷	❸	❹	❺
50. Souple	❶	❷	❸	❹	❺
51. Dominateur, dominatrice	❶	❷	❸	❹	❺
52. Tendre	❶	❷	❸	❹	❺
53. Prétentieux, prétentieuse	❶	❷	❸	❹	❺
54. Prêt ou prête à prendre position	❶	❷	❸	❹	❺
55. Aime les enfants	❶	❷	❸	❹	❺
56. Agit avec tact	❶	❷	❸	❹	❺
57. Fonceur, fonceuse	❶	❷	❸	❹	❺
58. Gentil, gentille	❶	❷	❸	❹	❺
59. Conformiste	❶	❷	❸	❹	❺

Cette liste de traits de caractères a été élaborée par Sandra L. Bem, Ph.D.

Les questions qui suivent se rapportent à votre expérience d'apprentissage :

60. Comment vous sentez-vous par rapport à ce cours ? Veuillez expliquer.

61. Pensez-vous que les choses vont bien aller pour vous dans ce cours ? Veuillez expliquer.

62. Pourquoi avez-vous choisi votre programme de cégep ?

63. Votre programme actuel vous satisfait-il ? Veuillez expliquer.

64. Si vous deviez choisir un autre programme aujourd'hui, quel serait-il et pourquoi ?

A. Autre programme choisi :

B- Explications

347 364

Pour finir, nous aimerions que vous nous donniez certains renseignements personnels. Ces données sont de première importance pour notre travail statistique.

65. Quel est le titre du présent cours ?

____

66. Dans quel programme êtes-vous inscrit-e ?

____

67. À quelle session en êtes-vous au cégep ?

☐ 1. 1ère session
☐ 2. 2e session
☐ 3. 3e session
☐ 4. 4e session
☐ 5. 5e session
☐ 6. 6e session
☐ 7. autres (précisez) ____________________

68. Dans quel cégep étudiez-vous ? ____________________________

69. Quel est votre code permanent ? Attention ! Nous avons besoin de ce renseignement non pas pour vous identifier, mais pour coupler le question que vous aurez rempli avant la session et celui que vous aurez rempli après.

____

70. Âge ☐

71. Sexe

☐ 1. Féminin
☐ 2. Masculin

72. Langue parlée à la maison : ____________________________

73. Profession de la mère :

☐ 1. Travail en usine
☐ 2. Vendeuse, services
☐ 3. Travail de bureau
☐ 4. Artisane
☐ 5. Profession libérale (précisez) ____________________
☐ 6. Gestion/direction
☐ 7. Travail ménager
☐ 8. Retraitée
☐ 9. Chauffeuse, conductrice (précisez) ____________________
☐ 10. Travailleuse autonome (précisez) ____________________
☐ 11. Employée dans le domaine des arts (précisez) ____________________
☐ 12. Autre ____________________

74. Profession du père :

☐ 1. Travail en usine
☐ 2. Vendeur, services
☐ 3. Travail de bureau
☐ 4. Artisan
☐ 5. Profession libérale (précisez) ____________________
☐ 6. Gestion/direction
☐ 7. Travail ménager
☐ 8. Retraité
☐ 9. Chauffeur, conducteur (précisez) ____________________
☐ 10. Travailleur autonome (précisez) ____________________
☐ 11. Employé dans le domaine des arts (précisez) ____________________
☐ 12. Autre ____________________

75. Origine ethnique

☐ 1. Canadienne-française

☐ 2. Canadienne-anglaise

☐ 3. Autochtone

☐ 4. Américaine (É.U.)

☐ 5. Antilles (anglophones) ____________ (précisez) ____________

☐ 6. Antilles (francophones) ____________ (précisez) ____________

☐ 7. Amérique latine ____________ (précisez) ____________

☐ 8. Europe ____________ (précisez) ____________

☐ 9. Moyen-Orient ____________ (précisez) ____________

☐ 10. Afrique ____________ (précisez) ____________

☐ 11. Asie ____________ (précisez) ____________

☐ 12. Autre ____________

COMPARAISON PRÉTEST-POST-TEST

RAPPORT STATISTIQUE

PROJET

TOWARDS A GENDER FAIR EDUCATION

JEAN-GUY BANVILLE

BUREAU D'ÉTUDES SOCIO-GRAPHIQUES

16 AVRIL 1993

MÉTHODOLOGIE

LE DEVIS EXPÉRIMENTAL

Le devis expérimental qui détermine les présentes analyses correspond au modèle prétest-post-test avec contrôle que l'on schématise de la façon suivante, E étant pris pour expérimental, C pour contrôle, X pour l'intervention et O pour observation :

Groupes
- gE O1 ----> X ----> O2
- gC O3 ----> ----> O4

Nous avons d'abord mesuré les variations O1->O2 . Lorsque des différences significatives étaient détectées, nous mesurions alors les variations O3->O4 .

Ces mesures ont été prises en considérant l'échantillon tout entier . Cependant, certains résultats étant difficiles à interpréter, nous avons décidé de tester la probabilité d'intervention de certaines variables étrangères au devis, comme le collège (anglais/français), le sexe des élèves et le sexe des professeurs . Nous avons donc refait les calculs dans chacun des 6 sous-échantillons .

LES TESTS STATISTIQUES

Après avoir exploré les données et expérimenté plusieurs statistiques destinées à des groupes indépendants (Anova, T-Test, Man-Withney) nous avons décidé de nous en remettre aux seules mesures appropriées aux groupes liés (T-Test pour groupes appariés, Sign, Wilcoxon et McNemar) . Nous avons fait subir aux données le test de normalité de Kolmogorov-Smirnov; ne pouvant retenir l'hypothèse de normalité, nous avons dû nous tourner vers les tests non paramétriques . Parmi ces derniers nous avons retenu le test de Wilcoxon pour échelles ordinales . Il est intéressant de noter que les résultats obtenus aux sept tests vont tous dans le même sens ce qui constitue une validation concomitante de nos analyses .

Pour avoir une image du sens de la variation nous avons utilisé la moyenne . Cependant cette moyenne n'est qu'indicative et ne fait pas partie des calculs dans le test de Wilcoxon; le test de Wilcoxon est basé sur les différences de rangs . On ne doit donc pas se fier sur la moyenne pour apprécier le "degré de variation" entre le prétest et le post-test .

Dans tous les calculs effectués, nous nous en sommes tenus à un seuil de certitude égal ou supérieur à 95 % .

ÉNONCÉS PORTANT SUR LES ATTITUDES ET LES COMPORTEMENTS

Note: En ce qui concerne les énoncés portant sur les attitudes et les comportements (questions 1 à 29), l'échelle a été graduée de 1 à 6, le 1 signifiant le plus haut degré d'accord et le 6 représentant le plus haut degré de désaccord. Lorsque l'on compare les moyennes pour comprendre le sens d'une variation, il faut se rappeler que lorsque la moyenne augmente l'accord avec un énoncé diminue; quand la moyenne diminue l'accord augmente .

3. *Je me sens plus à l'aise avec des personnes qui sont de la même origine que moi .*

L'analyse de cet énoncé est très complexe . Il y a différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier . En effet, le niveau d'accord avec cet énoncé a augmenté en cours de session .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives allant dans le même sens que dans l'échantillon total sont apparues dans les sous-échantillons des hommes, des collèges francophones et des collèges anglophones mais pas dans le sous-échantillon des femmes .

Par contre, en ce qui concerne le sous-échantillon des hommes, les mêmes différences significatives entre l'avant et l'après ont été détectées aussi bien dans le groupe contrôle que dans le groupe expérimental . Il y a donc "évolution" mais cette évolution serait attribuable à autre chose qu'au programme "Gender Fair".

En ce qui concerne l'appartenance à un collège anglophone ou francophone, étant donné qu'il y a variation dans les groupes anglophones et francophones, nous ne pouvons attribuer les changements à la variable "collège".

Nous ne pouvons non plus attribuer les variations avant-après au fait d'être une femme puisque que les statistiques ne laissent apparaître aucune différences dans ce sous-échantillon .

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé augmente, en cours de session, dans le sous-échantillon des professeurs de sexe masculin.

Notez cependant qu'aucun professeur masculin ne fait partie du sous-échantillon "collège francophone" .

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Conclusion: Les différences entre l'avant et l'après pourraient être attribuées à une quelconque influence des professeurs masculins . Notez que les étudiants et les étudiantes se répartissent dans les mêmes proportions dans les groupes avec professeurs masculins ou féminins.

4. *Je préfère avoir un professeur de sexe masculin plutôt que de sexe féminin .*

Il y a différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier . En effet, le niveau d'accord avec cet énoncé a augmenté .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives allant dans le même sens que dans l'échantillon total sont apparues dans le sous-échantillon anglophone .

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé augmente, en cours de session, dans le sous-échantillon des professeurs de sexe masculin.

Conclusion: Les différences entre l'avant et l'après devraient être recherchées chez les répondants des collèges anglophones de même que chez les répondants appartenant à un groupe sous la responsabilité d'un professeur masculin . Notez cependant qu'aucun professeur masculin ne fait partie du sous-échantillon "collège francophone" .

Analyse approfondie de la variable 4

	professeurs masculins	professeurs féminins	tous les professeurs
secteur anglais	p= 0.0370	p= 0.1492	p= 0.0121
secteur français	aucun prof. masculin	p= 0.7442	p= 0.7442
tous les secteurs	p= 0.0370	p= 0.1974	

Note:"p" signifie probabilité de ne pas se tromper; pour accepter l'hypothèse d'une variation significative, il faut obtenir une probabilité égale ou inférieure à .05 (≤ 0.05).

Les différences proviennent de façon significatives des étudiants du secteur anglais ayant un professeur masculin .

5. *Je profite des occasions offertes pour participer aux discussions en classe .*

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon francophone . Dans ce sous-échantillon, l'accord avec l'énoncé a augmenté en cours de session .

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé augmente, en cours de session, dans le sous-échantillon des professeurs de sexe féminin.

Conclusion: Il y a des différences entre l'avant et l'après chez les répondants des collèges francophones de même que chez les répondants appartenant à un groupe sous la responsabilité d'un professeur féminin . Notez cependant qu'aucun professeur masculin ne fait partie du sous-échantillon "collège francophone" .

6. *J'ai tendance à m'adresser à des étudiants, plutôt qu'à des étudiantes, pour obtenir des explications sur le travail scolaire .*

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon des femmes mais pas dans les autres sous-échantillons . Dans ce sous groupe, l'accord avec l'énoncé augmente en cours de session .

Cependant les mêmes différences sont apparues dans le groupe contrôle "femmes"; l'accord avec l'énoncé augmente en cours de session .

Conclusion: Les différences entre l'avant et l'après devraient être attribuées à des phénomènes étrangers à l'expérimentation et au variables étudiées .

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7. *Si j'ai des problèmes dans un cours, j'essaie d'obtenir directement l'aide du ou de la professeur(e) .*

Il y a différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier . En effet, le niveau d'accord avec cet énoncé a diminué en cours de session.

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives allant dans le même sens que dans l'échantillon total sont apparues dans le sous-échantillon anglophone mais pas dans les autres sous-échantillons .

Conclusion: Les différences entre l'avant et l'après devraient être recherchées chez les répondants des collèges anglophones.

8. *Il vaut mieux épouser une personne qui partage les mêmes origines et le même milieu social que vous .*

Il y a différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier . En effet, le niveau d'accord avec cet énoncé a augmenté en cours de session.

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives allant dans le même sens que dans l'échantillon total sont apparues dans le sous-échantillon des hommes mais pas dans les autres sous-échantillons .

Conclusion: Les différences entre l'avant et l'après devraient être recherchées chez les répondants masculins .

9. *Il faut que je sois sûr(e) des résultats avant d'entreprendre quelque chose de nouveau ou de différent .*

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon francophone mais pas dans les autres sous-échantillons . Dans ce sous-échantillon, l'accord avec l'énoncé diminue en cours de session .

Conclusion: Les différences entre l'avant et l'après n'apparaissent que chez les répondants des collèges francophones .

15. *Je préfère discuter de choses sérieuses avec un homme plutôt qu'avec une femme .*

Il y a différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier . En effet, le niveau d'accord avec cet énoncé a augmenté en cours de session.

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives allant dans le même sens que dans l'échantillon total sont apparues dans le sous-échantillon des hommes et dans le sous-échantillon anglophone .

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé augmente, en cours de session, dans le sous-échantillon des professeurs de sexe masculin.

Conclusion: Les différences entre l'avant et l'après devraient être recherchées chez les répondants masculins et chez les répondants des collèges anglophones de même que chez les répondants appartenant à un groupe sous la responsabilité d'un professeur masculin. Notez cependant qu'aucun professeur masculin ne fait partie du sous-échantillon "collège francophone" .

Analyse détaillée de la question 15

	professeurs masculins	professeurs féminins	tous les professeurs
secteur anglais	p= 0.0092	p= 0.2675	p= 0.0090
secteur français	aucun prof. masculin	p= 0.1533	p= 0.1533
tous les secteurs	p= 0.0092	p= 0.0800	

	professeurs masculins	professeurs féminins	tous les professeurs
étudiants de sexe féminin	p= 0.3384	p= 0.5020	p= 0.2602
étudiants de sexe masculin	p= 0.0068	p= 0.0623	p= 0.0018
tous les sexes	p= 0.0092	p= 0.0800	

	secteur anglophone	secteur francophone	tous les secteurs
étudiants de sexe féminin	p= 0.4265	p= 0.3548	p= 0.2602
étudiants de sexe masculin	p= 0.0027	p= 0.2541	p= 0.0018
tous les sexes	p= 0.0090	p= 0.1533	

Note:"p" signifie probabilité de ne pas se tromper; pour accepter l'hypothèse d'une variation significative, il faut obtenir une probabilité égale ou inférieure à .05 ($\leq$ 0.05).

Les différences proviennent, de façon significative, des étudiants masculins, ayant un professeur masculin et étudiant au secteur anglophone.

16. *Je me sens à l'aise en compagnie des lesbiennes .*

Il y a différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier . En effet, le niveau d'accord avec cet énoncé a augmenté en cours de session.

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives allant dans le même sens que dans l'échantillon total sont apparues dans le sous-échantillon anglophone ainsi que dans le sous-échantillon francophone.

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé augmente, en cours de session, dans le sous-échantillon des professeurs de sexe féminin.

Conclusion: Puisqu'il y a variation aussi bien dans le sous-échantillon anglophone que dans le sous-échantillon francophone il ne faut pas chercher d'explication dans la variable "collège" . Les différences entre le prétest et le post-test peuvent être recherchées dans les groupes qui sont sous la responsabilité de professeurs féminins . Notez cependant qu'aucun professeur masculin ne fait partie du sous-échantillon "collège francophone" .

22. *Avec les étudiants et étudiantes qui sont différents de moi (ceux qui, par exemple, appartiennent à une autre race ou parlent une autre langue), je reste poli(e) et me tiens aussi loin d'eux que possible .*

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon des hommes et dans le sous-échantillon anglophone . Dans les deux cas, l'accord avec l'énoncé a augmenté en cours de session .

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé augmente,en cours de session, dans le sous-échantillon des professeurs de sexe masculin.

Conclusion: L'explication des différences entre l'avant et l'après devrait être recherchée dans les sous-groupes hommes et anglophones de même que chez les répondants appartenant à un groupe sous la responsabilité d'un professeur masculin . Notez cependant qu'aucun professeur masculin ne fait partie du sous-échantillon "collège francophone" .

Analyse approfondie de la variable 22

	professeurs masculins	professeurs féminins	tous les professeurs
secteur anglais	p= 0.0329	p= 0.1082	p= 0.0075
secteur français	aucun prof. masculin	p= 0.0858	p= 0.0858
tous les secteurs	p= 0.0329	p= 0.4460	

	professeurs masculins	professeurs féminins	tous les professeurs
étudiants de sexe féminin	p= 0.1128	p= 0.6426	p= 0.6194
étudiants de sexe masculin	p= 0.1219	p= 0.1343	p= 0.0333
tous les sexes	p= 0.0329	p= 0.4460	

	secteur anglophone	secteur francophone	tous les secteurs
étudiants de sexe féminin	p= 0.1636	p= 0.3144	p= 0.6194
étudiants de sexe masculin	p= 0.0148	p= 0.5971	p= 0.0333
tous les sexes	p= 0.0075	p= 0.8058	

Note:"p" signifie probabilité de ne pas se tromper; pour accepter l'hypothèse d'une variation significative, il faut obtenir une probabilité égale ou inférieure à .05 ($\leq$ 0.05).

Les différences proviennent des étudiants de sexe masculin, ayant un professeur masculin et fréquentant un collège du secteur anglophone. Ces différences ne sont cependant pas assez fortes pour avoir un impact sensible sur l'échantillon entier.

24. *Il est rare que j'exprime mon opinion dans un groupe si je pense qu'elle suscitera la controverse ou qu'elle différera de celle des autres .*

Il y a différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier . En effet, le niveau d'accord avec cet énoncé a diminué en cours de session.

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives allant dans le même sens que dans l'échantillon total sont apparues dans le sous-échantillon des hommes et dans le sous-échantillon francophone .

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé diminue (avant-après) dans le sous-échantillon des professeurs de sexe féminin.

Conclusion: Les différences entre l'avant et l'après devraient être recherchées chez les répondants masculins et chez les répondants des collèges francophones de même que dans le sous-échantillon "professeur féminin" . Notez cependant qu'aucun professeur masculin ne fait partie du sous-échantillon "collège-francophone" .

Analyse approfondie de la variable 24

	professeurs masculins	professeurs féminins	tous les professeurs
secteur anglais	p= 0.9185	p= 0.2418	p= 0.3543
secteur français	aucun prof. masculin	p= 0.0063	p= 0.0063
tous les secteurs	p= 0.9185	p= 0.0062	

	professeurs masculins	professeurs féminins	tous les professeurs
étudiants de sexe féminin	p= 0.6720	p= 0.0791	p= 0.1921
étudiants de sexe masculin	p= 0.5326	p= 0.0361	p= 0.0393
tous les sexes	p= 0.9185	p= 0.0062	

	secteur anglophone	secteur francophone	tous les secteurs
étudiants de sexe féminin	p= 0.6822	p= 0.0876	p= 0.1921
étudiants de sexe masculin	p= 0.3255	p= 0.0315	p= 0.0393
tous les sexes	p= 0.3543	p= 0.0063	

Note:"p" signifie probabilité de ne pas se tromper; pour accepter l'hypothèse d'une variation significative, il faut obtenir une probabilité égale ou inférieure à .05 ($\leq$ 0.05).

Les différences proviennent des étudiants de sexe masculin, ayant un professeur féminin et fréquentant un collège du secteur francophone.

25. *Je pense que la plupart des femmes ont tendance à réagir aux situations de façon émotive, alors que les hommes y répondent de façon plus rationnelle.*

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon des professeurs féminins . Dans ce sous-échantillon, l'accord avec l'énoncé a diminué en cours de session .

Conclusion: Il y a des différences entre l'avant et l'après chez les répondants appartenant à un groupe sous la responsabilité d'un professeur féminin .

27. *Je me sens à l'aise en compagnie d'homosexuels .*

Il y a différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier . En effet, le niveau d'accord avec cet énoncé a augmenté en cours de session.

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives allant dans le même sens que dans l'échantillon total sont apparues dans le sous-échantillon francophones.

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé augmente, en cours de session, dans le sous-échantillon des professeurs de sexe masculin.

Conclusion: Les différences entre l'avant et l'après devraient être recherchées chez les répondants des collèges francophones de même que chez les répondants appartenant à un groupe sous la responsabilité d'un professeur masculin . Notez cependant qu'aucun professeur masculin ne fait partie du sous-échantillon "collège francophone" .

Analyse approfondie de la variable 27

	professeurs masculins	professeurs féminins	tous les professeurs
secteur anglais	p= 0.0063	p= 0.8630	p= 0.0844
secteur français	aucun prof. masculin	p= 0.0213	p= 0.0213
tous les secteurs	p= 0.0063	p= 0.1789	

Note:"p" signifie probabilité de ne pas se tromper; pour accepter l'hypothèse d'une variation significative, il faut obtenir une probabilité égale ou inférieure à .05 ($\leq$ 0.05).

Il y a eu des changements significatifs chez les étudiants du secteur anglais qui sont sous la responsabilité de professeurs masculins. Mais il n'y a pas eu des changement significatif chez les étudiants du secteur anglais qui sont sous la responsabilité de professeurs féminins. Cette différence selon le sexe du professeur explique pourquoi la "probabilité" pour l'ensemble du secteur anglais est plus grande que 0.05 .

Il y a eu des changements significatifs chez les étudiants du secteur français qui sont sous la responsabilité de professeurs féminins. Puisqu'il n'y a pas de professeurs masculins au secteur français, la probabilité pour le secteur français en entier reste inchangée.

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ÉNONCÉS PORTANT SUR LA PERSONNALITÉ

Note: En ce qui concerne les énoncés portant sur la personnalité (questions 30 à 59), l'échelle a été graduée de 1 à 6, le 1 signifiant le plus bas degré d'accord et le 6 représentant le plus haut degré d'accord . Lorsque l'on compare les moyennes pour comprendre le sens d'une variation, il faut tenir compte, cette fois-ci que lorsque la moyenne augmente l'accord avec un énoncé augmente et vice-versa .

Qualificatif 35 . *Maussade* .

Il y a différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier . En effet, le niveau d'accord avec cet énoncé a augmenté en cours de session .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives allant dans le même sens que dans l'échantillon total sont apparues dans le sous-échantillon des femmes et dans le sous-échantillon anglophone .

Cependant, en examinant la variation des moyennes dans le groupe contrôle dans le sous-échantillon des femmes on constate qu'il y a augmentation significative même chez ces femmes qui n'ont pas suivi le programme "Gender Fair".

Conclusion: Les différences entre l'avant et l'après n'auraient rien à voir avec le sexe et devraient être recherchées chez les répondants des collèges anglophones.

Qualificatif 36 . *Aime s'affirmer* .

Il y a différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier . En effet, le niveau d'accord avec cet énoncé a augmenté en cours de session.

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives allant dans le même sens que dans l'échantillon total sont apparues dans le sous-échantillon francophone .

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé augmente, en cours de session, dans le sous-échantillon des professeurs de sexe féminin.

Conclusion: Les différences entre l'avant et l'après devraient être recherchées chez les répondants des collèges francophones de même que chez les répondants qui sont sous la responsabilité de professeurs féminins . Notez cependant qu'aucun professeur masculin ne fait partie du sous-échantillon "collège francophone" .

Analyse approfondie de la variable 36

	professeurs masculins	professeurs féminins	tous les professeurs
secteur anglais	p= 0.8024	p= 0.1051	p= 0.2122
secteur français	aucun prof. masculin	p= 0.0333	p= 0.0333
tous les secteurs	p= 0.8024	p= 0.0080	

Note:"p" signifie probabilité de ne pas se tromper; pour accepter l'hypothèse d'une variation significative, il faut obtenir une probabilité égale ou inférieure à .05 ($\leq$ 0.05).

Les différences proviennent de façon significatives des étudiants du secteur francophone ayant un professeur de sexe féminin .

Qualificatif 38 . *Fiable* .

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon des hommes . Dans ce sous-échantillon, l'accord avec l'énoncé diminue en cours de session .

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé diminue, en cours de session, dans le sous-échantillon des professeurs de sexe féminin.

Conclusion: Les différences entre l'avant et l'après apparaissent chez les répondants masculins de même que dans les groupes qui sont sous la responsabilité de professeurs féminins. Notez que les étudiants et les étudiantes se répartissent dans les mêmes proportions dans les groupes avec professeurs masculins ou féminins.

Analyse approfondie de la variable 38

	professeurs masculins	professeurs féminins	tous les professeurs
étudiants de sexe féminin	p= 0.2645	p= 0.7506	p= 0.6349
étudiants de sexe masculin	p= 0.5901	p= 0.0142	p= 0.0205
tous les sexes	p= 0.6437	p= 0.0431	

Note:"p" signifie probabilité de ne pas se tromper; pour accepter l'hypothèse d'une variation significative, il faut obtenir une probabilité égale ou inférieure à .05 ($\leq$ 0.05).

Les différences entre le prétest et le post-test proviennent des étudiants de sexe masculin ayant un professeur de sexe féminin.

Qualificatif 41 . *Jaloux, jalouse* .

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon anglophone mais pas dans les autres sous-échantillons . Dans ce sous-échantillon, l'accord avec l'énoncé augmente en cours de session .

Conclusion: Les différences entre l'avant et l'après n'apparaissent que chez les répondants des collèges anglophones .

Qualificatif 43 . *Énergique* .

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon francophone. Dans ce sous-échantillon, l'accord avec l'énoncé diminue en cours de session. Ces différences sont cependant trop faibles pour influencer les résultats qui concernent l'échantillon entier.

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé diminue, en cours de session, dans le sous-échantillon des professeurs de sexe féminin.

Conclusion: Les différences entre l'avant et l'après apparaissent chez les répondants des collèges francophones de même que dans le sous-échantillon "professeur féminin". Notez cependant qu'aucun professeur masculin ne fait partie du sous-échantillon "collège francophone" .

Analyse approfondie de la variable 43

	professeurs masculins	professeurs féminins	tous les professeurs
secteur anglais	p= 0.1068	p= 0.2148	p= 0.7347
secteur français	aucun prof. masculin	p= 0.0375	p= 0.0375
tous les secteurs	p= 0.1068	p= 0.0192	

Note: "p" signifie probabilité de ne pas se tromper; pour accepter l'hypothèse d'une variation significative, il faut obtenir une probabilité égale ou inférieure à .05 ($\leq$ 0.05).

Les différences proviennent des étudiants du secteur francophone ayant un professeur féminin .

Qualificatif 45 . *Aptitudes au leadership* .

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon des femmes seulement . Dans ce sous-échantillon, l'accord avec l'énoncé augmente en cours de session

Cependant, il y a aussi augmentation dans le groupe contrôle.

Conclusion: Les différences entre l'avant et l'après n'apparaissent que chez les femmes mais ces variations sont probablement attribuables à autre chose qu'au programme "Gender Fair" .

Qualificatif 46 . *Tendance à réconforter les gens* .

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon des professeurs masculins . Dans ce sous-échantillon, l'accord avec l'énoncé diminue en cours de session

Conclusion: Les différences entre l'avant et l'après n'apparaissent que chez les étudiants et étudiantes qui sont sous la responsabilité de professeurs masculins.

Qualificatif 48 . *Aime prendre des risques* .

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon anglophone mais pas dans les autres sous-échantillons . Dans ce sous-échantillon, l'accord avec l'énoncé augmente en cours de session.

Conclusion: Les changements ne se produisent que chez les répondants des collèges anglophones .

Qualificatif 50 . *Souple* .

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon des professeurs masculins . Dans ce sous-échantillon, l'accord avec l'énoncé augmente en cours de session

Conclusion: Les différences entre l'avant et l'après n'apparaissent que chez les étudiants et étudiantes qui sont sous la responsabilité de professeurs masculins.

Qualificatif 58 . *Gentil, gentille* .

Il n'y a pas de différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives sont apparues dans le sous-échantillon des professeurs féminins . Dans ce sous-échantillon, l'accord avec l'énoncé diminue en cours de session

Conclusion: Les différences entre l'avant et l'après n'apparaissent que chez les étudiants et étudiantes qui sont sous la responsabilité de professeurs féminins.

DIFFERENCES DE NOYENNES DANS LES GROUPES EXPERIMENTAUX

~~VARIABLE~~ VARIABLE	~~GROUPE COMPLET~~ GROUP COMPLET	SOUS-GROUPE HOMMES	SOUS-GROUPE FEMMES	SOUS-GROUPE ANGLOPHONES	SOUS-GROUPE FRANCOPHONES	SOUS-GROUPE PROFESSEURE	SOUS-GROUPE PROFESSEUR
	~~AVANT APRÈS~~ AVANT APRÉS	~~AVANT APRÈS~~ AVANT APRÉS	~~AVANT APRÈS~~ AVANT APRES	~~AVANT APRÈS~~ ANANT APRES	~~AVANT APRÈS~~ AVANT APRES	~~AVANT APRÈS~~ AVANT APRES	~~AVANT APRÈS~~ AVANT APRES
V3	4.16<-->3.90	4.00<''>3.83	....	4.09<-->3.91	4.32<-->3.00	....	4.19<-->3.70
V4	4.87<-->4.60	....	....	4.78<-->4.52	....	....	4.50<-->4.20
V5	....	....	....	....	3.11<-->2.77	3.11<-->2.87	....
V6	....	....	5.11<''>4.80	....	....	....	....
V7	2.77<-->2.96	....	....	2.74<-->2.96	....	....	....
V8	4.10<-->3.92	4.11<-->3.82	....	....	....	....	....
V9	....	....	....	....	3.24<-->3.61	....	....
V15	4.71<-->4.40	4.76<-->4.39	....	4.61<-->4.36	....	....	4.61<-->4.27
V16	3.50<-->3.23	....	....	3.42<-->3.23	3.69<-->3.25	3.52<-->3.10	....
V22	....	5.15<-->4.80	....	5.53<-->5.29	....	....	5.58<-->5.30
V24	4.08<-->4.29	4.05<-->4.29	....	....	3.54<-->4.00	3.92<-->4.25	....
V25	....	....	....	....	....	3.72<-->3.95	....
V27	3.70<-->3.43	....	....	....	4.07<-->3.60	....	3.60<-->3.22
V35	2.86<-->3.00	....	3.01<''>3.09	3.14<-->3.31	....	....	....
V36	3.35<-->3.50	....	....	....	3.26<-->3.52	3.34<-->3.55	....
V38	....	4.32<-->4.14	....	....	....	4.42<-->4.20	....
V41	....	....	....	2.77<-->2.85	....	....	....
V43	....	....	....	....	3.96<-->3.71	3.99<-->3.82	....
V45	....	....	3.04<''>3.25	....	....	....	....
V46	....	....	....	....	....	....	4.00<-->3.89
V48	....	....	....	3.58<-->3.71	....	....	....
V50	....	....	....	....	....	....	3.90<-->4.22
V58	....	....	....	....	....	4.24<-->4.09	....

DIFFERENCES DE NOYENNES SIGNIFICATIVES DANS LES GROUPES CONTROLES

VARIABLE	GROUPE COMPLET AVANT	GROUPE COMPLET APRÈS	SOUS-GROUPE HOMMES AVANT	SOUS-GROUPE HOMMES APRÈS	SOUS-GROUPE FEMMES AVANT	SOUS-GROUPE FEMMES APRÈS
V2			3.73	3.30		
V6					5.18	4.76
V35					3.24	3.94
V45			3.71	4.07		

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SOMMAIRE DE LA CUEILLETTE ET DE LA SAISIE DES DONNÉES

NOMBRE DE QUESTIONNAIRES REÇUS

	AVANT	APRÈS	TOTAL
GROUPE EXPÉRIMENTAL	643	401	1044
GROUPE CONTRÔLE	182	123	305
TOTAL	825	524	1349

NOMBRE MAXIMUM DE QUESTIONNAIRES UTILISABLES
POUR LE FICHIER DES INDIVIDUS APPARIÉS: 524

NOMBRE D'INDIVIDUS DONT ON A PU APPARIER
LES QUESTIONNAIRES AVANT ET APRÈS: 419

DESCRIPTION DE L'ÉCHANTILLON

GROUPE

```
                                                         Valid      Cum
 Value Label              Value  Frequency  Percent    Percent  Percent

                       A096.00         23      5.5        5.5      5.5
                       A107.00         25      6.0        6.0     11.5
                       A118.00         31      7.4        7.4     18.9
                       A129.00         27      6.4        6.4     25.3
                       F022.00         44     10.5       10.5     35.8
                       F041.00         20      4.8        4.8     40.6
                       F051.00         12      2.9        2.9     43.4
                       F074.00         15      3.6        3.6     47.0
                       F081.00          7      1.7        1.7     48.7
                      A1310.00         32      7.6        7.6     56.3
                      A1411.00         20      4.8        4.8     61.1
                      A1512.00         22      5.3        5.3     66.3
                      A1613.00         25      6.0        6.0     72.3
                      A1714.00         21      5.0        5.0     77.3
                      A1816.00         20      4.8        4.8     82.1
                      A1917.00         21      5.0        5.0     87.1
                      A2018.00         13      3.1        3.1     90.2
                      A2119.00         23      5.5        5.5     95.7
                      A2220.00         18      4.3        4.3    100.0
                                  -------  -------    -------
                         TOTAL        419    100.0      100.0

Valid Cases     419      Missing Cases     0
```

```
LANGUE

                                                      Valid     Cum
  Value Label              Value  Frequency  Percent  Percent  Percent

ANGLAIS                     1.00        321     76.6     76.6     76.6
FRANÇAIS                    2.00         98     23.4     23.4    100.0
                                    -------  -------  -------
                           TOTAL        419    100.0    100.0

Valid Cases     419      Missing Cases      0

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

EXPÉRIMENTAL OU CONTRÔLE

                                                      Valid     Cum
  Value Label              Value  Frequency  Percent  Percent  Percent

EXPÉRIMENTAL                1.00        314     74.9     74.9     74.9
CONTRÔLE                    2.00        105     25.1     25.1    100.0
                                    -------  -------  -------
                           TOTAL        419    100.0    100.0

Valid Cases     419      Missing Cases      0

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

SESSION

                                                      Valid     Cum
  Value Label              Value  Frequency  Percent  Percent  Percent

                            1.00        133     31.7     31.7     31.7
                            2.00         25      6.0      6.0     37.7
                            3.00        181     43.2     43.2     80.9
                            4.00         19      4.5      4.5     85.4
                            5.00         39      9.3      9.3     94.7
                            6.00          3       .7       .7     95.5
                            7.00         19      4.5      4.5    100.0
                                    -------  -------  -------
                           TOTAL        419    100.0    100.0

Valid Cases     419      Missing Cases      0
```

```
SEXE

                                                          Valid      Cum
  Value Label               Value  Frequency  Percent   Percent   Percent

FÉMININ                      1.00        211     50.4      50.4      50.4
MASCULIN                     2.00        208     49.6      49.6     100.0
                                     -------  -------   -------
                            TOTAL        419    100.0     100.0

Valid Cases      419      Missing Cases      0

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Crosstabulation:      SEXE
                   By LANGUE

              Count  | ANGLAIS  FRANC. | Row
             Col Pct |    1.00|    2.00| Total
            ---------+--------+--------+
FÉMININ         1.00 |    165 |     46 |   211
                     |   51.4 |   46.9 |  50.4
                     +--------+--------+
MASCULIN        2.00 |    156 |     52 |   208
                     |   48.6 |   53.1 |  49.6
                     +--------+--------+
              Column      321       98     419
               Total     76.6     23.4   100.0

Number of Missing Observations =        0

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Crosstabulation:      EXPCONT
                   By LANGUE

              Count  | ANGLAIS  FRANC. | Row
             Col Pct |    1.00|    2.00| Total
            ---------+--------+--------+
EXPÉRIMENTAL 1.00    |    223 |     91 |   314
                     |   69.5 |   92.9 |  74.9
                     +--------+--------+
CONTRÔLE        2.00 |     98 |      7 |   105
                     |   30.5 |    7.1 |  25.1
                     +--------+--------+
              Column      321       98     419
               Total     76.6     23.4   100.0

Number of Missing Observations =        0
```

```
Crosstabulation:     SESSION
                  By LANGUE

                 Count   ||ANGLAIS   FRANC.  ||  Row
                Col Pct  ||   1.00||    2.00||  Total
SESSION        ==========++=======++========++
                 1.00    ||    86 ||     47 ||   133
                         ||  26.8 ||   48.0 ||  31.7
                         ++=======++========++
                 2.00    ||    11 ||     14 ||    25
                         ||   3.4 ||   14.3 ||   6.0
                         ++=======++========++
                 3.00    ||   154 ||     27 ||   181
                         ||  48.0 ||   27.6 ||  43.2
                         ++=======++========++
                 4.00    ||    14 ||      5 ||    19
                         ||   4.4 ||    5.1 ||   4.5
                         ++=======++========++
                 5.00    ||    39 ||        ||    39
                         ||  12.1 ||        ||   9.3
                         ++=======++========++
                 6.00    ||     2 ||      1 ||     3
                         ||    .6 ||    1.0 ||    .7
                         ++=======++========++
                 7.00    ||    15 ||      4 ||    19
                         ||   4.7 ||    4.1 ||   4.5
                         ++=======++========++
                          ||       ||        ||
                Column       321        98       419
                 Total      76.6      23.4     100.0

Number of Missing Observations =        0
```

```
Crosstabulation:      SEXE
                   By GROUPE
                     SEXE DU PROFESSEUR

            Count   ║FÉMININ  MASCULIN
           Row Pct  ║                 ║  Row
ETUDIANT   Col Pct  ║    1.00║    2.00║ Total
          ══════════╬════════╬════════╣
FÉMININ      1.00   ║    114 ║     48 ║   162
                    ║   70.4 ║   29.6 ║  51.6
                    ║   51.8 ║   51.1 ║
                    ╠════════╬════════╣
MASCULIN     2.00   ║    106 ║     46 ║   152
                    ║   69.7 ║   30.3 ║  48.4
                    ║   48.2 ║   48.9 ║
                    ╚════════╩════════╝
            Column      220       94     314
             Total     70.1     29.9   100.0


 Chi-Square     D.F.      Significance       Min E.F.      Cells with E.F.< 5
 ----------     ----      ------------       --------      ------------------

     .00000        1         1.0000            45.503         None
     .01501        1          .9025          ( Before Yates Correction )

Number of Missing Observations =        0
```

```
Crosstabulation:      LANGUE
                   By GROUPE
                     SEXE DU PROFESSEUR

               Count   ||FÉMININ  MASCULIN
GROUPE=>      Row Pct  ||                   ||   Row
              Col Pct  ||     1.00||    2.00||  Total
LANGUE        =========++=========++========++
ANGLAIS         1.00   ||    153  ||    168 ||    321
                       ||   47.7  ||   52.3 ||   76.6
                       ||   61.0  ||  100.0 ||
                       ++=========++========++
FRANÇAIS        2.00   ||     98  ||        ||     98
                       ||  100.0  ||        ||   23.4
                       ||   39.0  ||        ||
                       ++=========++========++
                Column       251        168        419
                 Total      59.9       40.1      100.0

 Chi-Square     D.F.      Significance        Min E.F.      Cells with E.F.< 5
 ----------     ----      ------------        --------      ------------------

   83.45400       1           .0000            39.294          None
   85.61909       1           .0000           ( Before Yates Correction )

Number of Missing Observations =        0
```

PROFESSION DE LA MÈRE

catégories	1	2	3	4	5	6	7	8	9
Nombre --> VARIABLES	26	25	51	5	29	3	79	6	2
V3							–		
V4					–				
V5		–							
V6									
V7									
V8									
V9									
V15			–						
V16									
V22									
V24									
V25									
V27									
V35									
V36							+		
V38									
V41	+								
V43									
V45									
V46									
V48									
V50									
V58									

NOTE: Les colonnes avec de petits effectifs, lorsque les calculs peuvent être effectués, ne peuvent pas donner des résultats significatifs.

NOTE: Les signes + indiquent un accroissement en nombre absolu entre le prétest et le post-test.

Les signes + indiquent une diminution en nombre absolu entre le prétest et le post-test.

Ne pas oublier que pour les variables 1 à 29, une augmentation (+) signifie un degré d'accord qui diminue et qu'une diminution (-) signifie un degré d'accord avec l'énoncé qui augmente.

Ne pas oublier que pour les variables 30 à 59, l'augmentation du nombre signifie une augmentation du niveau d'accord et vice-versa.

NOTE: Pour les TABLEAUX PROFESSION DE LA MÈRE et PROFESSION DU PÈRE, nous n'avons pas traité la catégories 10 car elle n'est pas exclusive.

PROFESSION DU PÈRE

CATÉGORIES	1	2	3	4	5	6	7	8	9
Nombre--> VARIABLES	25	24	37	21	39	26	1	19	8
V3		−						−	
V4									
V5									
V6			+			−			
V7	+								
V8									
V9								−	
V15									
V16				−					
V22									
V24									
V25			+						
V27		−							
V35			+						
V36					+				
V38									
V41			+		+				
V43									
V45		+	+						
V46			−					−	
V48									
V50									
V58									

ETHNIE

CATÉGORIES	1	2	5	8	11
Nombre--> VARIABLES	103	56	11	60	24
V3	-				
V4					
V5	-				
V6					
V7		+			
V8					
V9	+				
V15	-			-	
V16					
V22				-	
V24	+				
V25					
V27					
V35					
V36	+				
V38					
V41					+
V43	-				
V45	+				
V46					
V48					
V50					
V58					

ÉNONCÉS PORTANT SUR LES ATTITUDES ET LES COMPORTEMENTS

Note: En ce qui concerne les énoncés portant sur les attitudes et les comportements (questions 1 à 29), l'échelle a été graduée de 1 à 6, le 1 signifiant le plus haut degré d'accord et le 6 représentant le plus haut degré de désaccord. Lorsque l'on compare les moyennes pour comprendre le sens d'une variation, il faut se rappeler que lorsque la moyenne augmente l'accord avec un énoncé diminue; quand la moyenne diminue l'accord augmente .

3. *Je me sens plus à l'aise avec des personnes qui sont de la même origine que moi .*

L'analyse de cet énoncé est très complexe . Il y a différences significatives entre le prétest et le post-test en ce qui concerne l'échantillon entier . En effet, le niveau d'accord avec cet énoncé a augmenté en cours de session .

Pour tenter d'isoler les variables intervenantes nous avons refait le test dans chaque sous-échantillon . Des différences significatives allant dans le même sens que dans l'échantillon total sont apparues dans les sous-échantillons des hommes, des collèges francophones et des collèges anglophones mais pas dans le sous-échantillon des femmes .

Par contre, en ce qui concerne le sous-échantillon des hommes, les mêmes différences significatives entre l'avant et l'après ont été détectées aussi bien dans le groupe contrôle que dans le groupe expérimental . Il y a donc "évolution" mais cette évolution serait attribuable à autre chose qu'au programme "Gender Fair".

En ce qui concerne l'appartenance à un collège anglophone ou francophone, étant donné qu'il y a variation dans les groupes anglophones et francophones, nous ne pouvons attribuer les changements à la variable "collège".

Nous ne pouvons non plus attribuer les variations avant-après au fait d'être une femme puisque que les statistiques ne laissent apparaître aucune différences dans ce sous-échantillon .

En considérant le sexe du professeur, il apparaît que l'accord avec l'énoncé augmente, en cours de session, dans le sous-échantillon des professeurs de sexe masculin.

Notez cependant qu'aucun professeur masculin ne fait partie du sous-échantillon "collège francophone" .

APPENDIX 20

GENDER FAIR EDUCATION:
POST-SEMESTER INTERVIEW SCHEDULE FOR PARTICIPATING TEACHERS
AUTUMN SEMESTER, 1992

I. Course Content:

(A) What kinds of content decisions did you have to make in order to satisfy yourself that you had designed a gender fair course?

(1) General considerations
(2) Specific reading and audio-visual materials
(3) Themes, focus, emphasis

(B) Did you find this course creation difficult? What helped you most? What posed the greatest problems for you?

(C) Did you find yourself uncomfortable with any of these content decisions, during the teaching of the course? If so, why?

(D) What is your impression of the effectiveness of these content decisions for the students in your gender fair class?

(E) Did you observe differences between male and female students in terms of their reactions to and the effectiveness of these course contents?

II. Pedagogy:

(A) What changes did you make in your usual classroom pedagogy in order to accommodate the gender fair project?

(B) Describe the pedagogical techniques you employed during the semester in order to ensure gender fairness. Be sure to include techniques which are part of your normal pedagogy and which you consider appropriate.

(C) Did you find yourself uncomfortable with any of these methods during the semester? If so, why?

(D) What is your impression of the effectiveness of these pedagogical techniques for the students in your gender fair class?

(E) Did you observe differences between male and female students in terms of their reaction to and the effectiveness of these pedagogical methods?

III. Student Tasks and Evaluation:

(A) What changes did you make in your usual selection of student tasks in order to accommodate the gender fair project?

(B) Describe the student tasks you employed during the semester in order to ensure gender fairness. Be sure to include tasks which are part of your usual evaluation which you consider appropriate.

(C) Did you find yourself uncomfortable with any of these tasks during the semester? If so, why?

(D) Did you change your methods of evaluating student tasks in any way in order to ensure gender fairness? If so, how, and why? If not, why?

(E) Did you feel you had made the right decisions about evaluation methods, as the semester continued? If not, explain.

(F) What is your impression of the effectiveness of these student tasks and your evaluation methods for the students in your gender fair class?

(G) Did you observe differences between male and female students in terms of their reaction to and the effectiveness of student tasks and evaluation?

IV. Classroom Climate:

Please comment on the overall clasroom climate of your gender fair course, whether this climate was different in any way from that of your other courses, and whether and in what ways males and females responded differently to it.

V. Evaluating the Experience:

(A) What is your overall feeling about your experience teaching this gender fair course?

(B) What aspects of the gender fair course do you intend to integrate into your future teaching?

(C) What advice would you offer other teachers in your discipline who are interesting in gender fair education ?

(D) What advice would you offer the researchers in communicating gender fair theory and practice to other interested teachers?

(E) Anything else?